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ABSTRACT

This pack of materials is designed to help students working to improve their basic skills as part of their caring course. It is intended for use by students working toward such qualifications as caring for children, foundation care, and family and community care. An introduction lists relevant core skills units and basic skills standards. The six individual sections of the pack are divided into task sheets and fact sheets. The fact sheets give information and teaching material that is useful for students working toward the Units and Elements of Competence detailed in the corner of the worksheets. In some cases, the material focuses on the underpinning knowledge and understanding required for the unit. The task sheets can be used by students to demonstrate that they can perform the activity described in the relevant competence statement or statements, or they give practice in the underpinning knowledge and understanding for those statements. Students should read the fact sheets before undertaking the task sheets. Each main section has a self-assessment questionnaire that should be completed by the student and checked by the course tutor or basic skills specialist. The five sections cover oral communication, reading, writing, communication without words, application of number, and information technology. The material may be used in different teaching situations: open/flexible learning, group learning, distance learning. (YLB)

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A Pack to Improve Communication, Numerical and IT Skills for NVQ

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INTRODUCTION

This pack of materials has been produced to help students working to improve their basic skills as part of their caring course. The pack will be useful for students working towards the following qualifications:

- **City & Guilds 324 Caring for Children**
- **City & Guilds 325 Foundation Care**
- **City & Guilds Family & Community Care**
- **BTEC First Diploma in Caring**
- **NVQ Caring**

Not all students will need this support. Colleges and course tutors should have undertaken some form of 'screening' of new students in order to identify who needs support in reading, writing and maths. However, a recent survey by ALBSU found that 45% of caring students needed some kind of support in communication skills and a greater number needed help with basic maths. The ALBSU documents, *'Basic Skills in Further Education Colleges'* and *'Basic Skills Support in Colleges: Assessing the Need'* provide further information on screening procedures.

How the Pack is Structured

The individual sections of the pack are divided into:

- **Task Sheets**
- and
- **Fact Sheets**

The students should read the Fact Sheets before undertaking the Task Sheets. Each main section has a self-assessment questionnaire that should be completed by the student and checked by the course tutor or basic skills specialist.

How to Use this Pack

The material in this pack can be used in different teaching situations:

Open/flexible learning

The pack can be used by students working independently in workshops. The worksheets can be photocopied, divided into sections and given to students or accessed individually. Some of the tasks in the section on oral communication skills require conversation or discussion with one or more other people: these are probably better used in group situations. The material will be as useful in specialist English, Maths or basic skills workshops as in general College Learning Resource Workshops.



Numeracy Standards

- Unit 1:* Using Money in Everyday Situations
- Unit 2:* Planning the Use of Money and Time in Everyday Situations
- Unit 3:* Measuring Lengths and Calculating Areas in Everyday Situations
- Unit 4:* Measuring Weights and Volumes in Everyday Situations
- Unit 5:* Setting Timing Devices and Timing Activities in Everyday Situations
- Unit 6:* Giving and Following Directions in Everyday Situations
- Unit 7:* Reporting Numerical and Graphical Information taken from Everyday Situations
- Unit 8:* Using Money in Everyday Situations
- Unit 9:* Selecting Goods and Services in Everyday Situations
- Unit 10:* Planning the Use of Time and Money
- Unit 11:* Measuring Lengths and Calculating Areas in Everyday Situations
- Unit 12:* Measuring Weights and Volumes in Everyday Situations
- Unit 13:* Interpreting and Presenting Numerical and Graphical Information taken from Everyday Situations
- Unit 14:* Using Money in Everyday Situations
- Unit 15:* Selecting Goods and Services in Everyday Situations
- Unit 16:* Planning the Use of Money in Everyday Situations
- Unit 17:* Measuring Lengths and Calculating Areas in Everyday Situations
- Unit 18:* Converting Imperial Units of Length to Metric Units and Vice Versa in Everyday Situations
- Unit 19:* Interpreting and Presenting Numerical and Graphical Information taken from Everyday Situations.

City and Guilds 3793/3794 (Wordpower and Numberpower)

The basic skills standards have been grouped for the purpose of certification as follows:

Communication Skills:

- Foundation Level: Units 1 to 5
- Stage 1: Units 6 to 12
- Stage 2: Units 13 to 16
- Stage 3: Units 17 to 21

Numeracy Standards:

- Foundation Level: Units 1 to 6
- Stage 1: Units 7 to 12
- Stage 2: Units 13 to 19



The worksheets in the Information Technology cover the three Elements at **Level 1**. They are intended as a guide to activities that should be undertaken by students in covering the Units, and provide simplified instruction sheets for exercises.

There is a 'tag' in the corner of worksheets that are relevant to specific units and elements of competence:

Core Skills
C:1-2
Basic Skills Standards
C:9

The **Fact Sheets** give information and teaching material that is useful for students working towards the Units and Elements of Competence detailed in the 'tag'. In some cases this material focuses on the underpinning knowledge and understanding required for the Unit. The worksheets that give practice '**Spelling**', for example, perform this function.

The **Task Sheets** can be used by students to demonstrate that they can perform the activity described in the relevant competence statement or statements, or give practice in the underpinning knowledge and understanding for those statements.

A list of the relevant Core Skills Units and Basic Skills Standards is given below:

ALBSU Basic Skills Standards

- Unit 1:* Reading Textual Material
- Unit 2:* Reading Graphical Material for Everyday Purposes
- Unit 3:* Completing Forms and Preformatted Documents
- Unit 4:* Communicating in Writing
- Unit 5:* Conversing with One other Person
- Unit 6:* Reading Textual Material
- Unit 7:* Reading Graphical Material for Everyday Purposes
- Unit 8:* Completing Forms and Preformatted Documents
- Unit 9:* Communicating in Writing
- Unit 10:* Conversing with One other Person
- Unit 11:* Conversing with More than One Person
- Unit 12:* Extracting Information from Audio Visual Material
- Unit 13:* Reading Textual and Graphical Material
- Unit 14:* Using Reference Systems
- Unit 15:* Communicating in Writing
- Unit 16:* Providing, Obtaining and Exchanging Information and Opinions
- Unit 17:* Reading Textual and Graphical Material
- Unit 18:* Using Reference Systems
- Unit 19:* Communicating in Writing
- Unit 20:* Making a Presentation
- Unit 21:* Exchanging Information and Opinions.



Group learning

The pack can be used by course tutors in group or class settings. The material is designed to relate to different occupational tasks. It gives specific teaching and practice in the basic skills needed to be able to perform those vocational activities competently. Tutors have used the material in classwork in a variety of ways:

- the material can be worked on by the class together
- individual worksheets can be given to students who have particular difficulty with, for example, note-taking, or measurement in centilitres
- individual worksheets can be given to students to work on at home or the study area, in order to reinforce some basic skill.

Distance learning

Some of the materials may provide a useful back-up to students on work placements. On site occupational trainers will be able to use individual worksheets as support material. In this situation liaison with a basic skills specialist staff member is essential. For example, the student on placement can be given this work to complete, using information gained during placement. The occupational trainer can check this work and feed comments back to the basic skills support staff.

The Competence Framework

The material in the pack has been developed so that it relates to:

NCVQ Core Skills Units:

- Application of Number
- Communication
- Information Technology

as well as:

ALBSU Basic Skills Standards:

- Communication Skills
- Numeracy

The majority of the Communication worksheets relate to **Levels 1 and 2** of the Core Skills Units and **Foundation and Stage 1** of the Basic Skills Standards. The exceptions to this relate to individual activities.

The majority of the Number/Numeracy worksheets relate to **Level 1** of the Core Skills Units and **Foundation and Stage 1** of the Basic Skills Standards. Again, there are individual exceptions, which are marked.



NCVQ Core Skills Units:

Communication

LEVEL 1:

- 1.1 Take part in discussions with known individuals on routine matters
- 1.2 Prepare written materials in pre-set formats
- 1.3 Use images to illustrate points made in writing and in discussions with known individuals on routine matters
- 1.4 Read and respond to written material in pre-set formats.

LEVEL 2:

- 1.1 Take part in discussions with a range of people on routine matters
- 1.2 Prepare written material on routine matters
- 2.3 Use images to illustrate points made in writing and in discussions with a range of people on routine matters
- 2.4 Read and respond to written material and images on routine matters.
(No material for this Element at this level is included in the pack).

Application of Number

- 1.1 Gather and process data using group 1 mathematical techniques
- 1.2 Represent and tackle problems using group 1 mathematical techniques
- 1.3 Interpret and present mathematical data using group 1 mathematical techniques.

Information Technology

- 1.1 Input data into specified location
- 1.2 Edit and organise information within individual applications
- 1.3 Present information in pre-set formats
- 1.4 Use operating routines which maximise efficiency.
(No material for this Element is included in the Pack).

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ORAL





What is it?

- it's getting the message across using speech

Where do you need to use them?

At work

- to boss
- to colleagues
- to clients
- on telephone

At home

- family
- friends

At leisure

- in shops/pubs/disco etc.

At college

- to tutors
- students.

Why might you need these skills?

- to communicate: ideas
feelings
knowledge
- to ask questions
- to gain information
- to respond to questions
- to give information.

They will help you to:

- listen carefully and understand what the other person is saying
- respond in turn
- play an equal part in conversation
- avoid being long-winded (be brief, keep to the point)
- use the right sort of language in the right situation (there is a difference between talking to a boss and talking to a mate)
- pay attention to other people's body language and be aware of your own.

Core Skills

C:1-1

Basic Skills Standards

C:10

C:11



What might you speak about?

At work

- questions about jobs
- about equipment
- asking for directions
- procedures for jobs
- wages
- health and safety

At home

- food
- family matters
- television programmes
- music/hobbies
- money

Socially

- politics
- music
- hobbies
- sport
- world news.

Ideas for Role Play – work with a partner – act out the roles

1. A new care assistant joins your home. You have to introduce him/her to the other workers. You need to ask him/her questions about him/herself so that you can tell your colleagues about him/her.

2. You go with your supervisor to see a client who is thinking of moving to your home after recovering in hospital from a stroke. Discuss with your supervisor what you think the clients needs are and how you can find out if they can be met in your home.

Core Skills

C:1-1

Basic Skills Standards

C:10



FOLLOW INSTRUCTIONS

**Your boss tells you how to bath a baby in the correct way.
Follow his instructions and practise bathing.**

Instructions:

1. Collect all the equipment together.
2. Make sure the room is warm and the bath water is at about body temperature.
3. Undress the baby and wrap it in a towel.
4. Use a piece of cotton wool to wash the babies face and dry with a towel.
5. Wash the babies head/hair with soap or mild shampoo and towel dry.
6. Wash the nappy area and clean with cotton wool.
7. Soap the body all over.
8. Lower the baby into the bath, keeping a firm hold of it, and rinse.
9. Dry thoroughly.
10. Dress in clean clothes.

Core Skills

C:1-4

Basic Skills Standards

C:6-2



GIVING INSTRUCTIONS

Choose one of the following and tell a friend how to . . .

1. stop a cut finger from bleeding
2. wash a cut finger
3. bandage a cut finger

Look at this example first:

How to remove a small fly from someone's eye.

1. Stop the patient from rubbing the eye.
2. Hold the eyelashes and bring the upper eye lid down over the lower.
3. Ask the patient to turn the eye upwards.
4. Open both eye lids wide.
5. Remove the insect with the corner of a sterile cloth.

- Plan what you want to say.
- Be brief but be clear. Give the instructions carefully.
- Give only the necessary information.
- Explain why – it will help to reinforce your instructions.
- Ask your friend if he/she has understood. Ask him/her to repeat the instructions to you.

Answer:

Core Skills

C:1.1

Basic Skills Standards

C:10.1



**We ask questions
in order to:**

- find out information

"Does Jo usually have a bath on Tuesdays?"

- check information

*"are Thursday and Friday still OK for Amy to
visit the nursery?"*

- find out how other people feel or think about
something

"Do you want fish or steak tonight?"

"Tell me what your picture is about John?"

"Would you like me to do your hair Mary?"

"Are you warm enough?"

- start and encourage a conversation

(when someone new comes to the home or
Nursery.)

- put someone at ease

(by asking simple questions about that
person eg. where do they work, hobbies,
music, likes and dislikes, sports, family etc.)



**Don't be afraid to ask questions. If you have
not understood a point ask to have it explained again.**

**Remember if you are unsure of how to carry out
procedure or of any safety aspect DO ask – your life
or someone else's could depend on that knowledge.**

Core Skills

C:1-1

Basic Skills Standards

W:10-2

Asking questions to gain information.

You have been asked to take the children in your care to the pantomime using public transport.

Ask your boss for the address.

.....

Ask him if he knows where it is/has he been before.

.....

Ask him how to get there.

.....

Which bus or train to take.

.....

How long it will take you to get there.

.....

What time the performance starts.

.....

• **Use this information sheet to help you**

Felshire Playhouse
Fell Quarry Mout
Upthorpe FS9 8AW

Information needed:

Trains from Hometown to Upthorpe are hourly, at 15 mins past the hour. The journey takes 15 mins.

Buses leave Northgate on the hour and every 15 mins. The journey takes 45 mins.

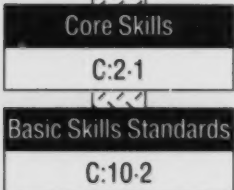
The walk from Upthorpe train station to the Playhouse takes 15 mins and from the bus station to the Playhouse takes 10 mins.

Core Skills

C:1-1

Basic Skills Standards

C:10-2



These are skills we use a lot. How can we improve on them?

- Do you sometimes feel you've **not got** your message across?
- Do you feel someone has **not understood you** (your feelings etc.)?
- Do you feel you have **not understood** what someone was **telling** you?

Remember 

There is a different way of talking to family/friends/ workmates than you would use when talking to bosses/people working in shops/offices or people you don't know.

This may require a more formal/polite approach and include words like **please, thank you, would you, please may I, I would like, excuse me.**

Look at these different examples:

To family or friends	To an employer, supervisor or visitor to your work place
Who wants a cuppa:	Can I offer anyone a cup to tea?
What do you want?	Can I help you?
Hang on, I'll get him.	Would you mind waiting here while I find him?
Get lost, Jean.	I'm busy at the moment, can I see you later?

Core Skills

C:1-1

Basic Skills Standards

C:10-1

C:10-2

 **Now try the task on the next page.**



Study this conversation heard in the staff room.

"Do us a favour, Sue, and swap shifts with me tomorrow night. Its our John's school play and he'll be right fed up if I can't go. I'll do your shift on Thursday, How's that?"

Bill has to go talk to Mrs Davis, the boss. He might use different language. Try putting this passage into more formal speech.

“

”

Suggested speech.

Good morning, Mrs Davis. Could you help me with a problem please. I am on the rota to work tomorrow night when my son is appearing in his school play and I know that he will be disappointed if I do not go to see him. Would it be alright if I swapped shifts with Sue who is on the rota for Thursday night?

Core Skills

C:1-1

Basic Skills Standards

C:10-1



A new friend asks you many questions about your job.

Reply to these questions as fully as you can.

Q How many people work at your residential home?

.....

Q What is the name of your residential home?

.....

Q What is your job?

.....

Q Describe what you have to do?

.....

Q What is your daily routine?

.....

Q What training/qualifications do you need for your job?

.....

Q How much holiday per year do you get?

.....

Q What are your working conditions?

.....

Q Is your pay satisfactory?

.....

Q Is your job interesting?

.....

Q Are you happy in your job? Explain why/why not.

.....

Core Skills

C:1-1

Basic Skills Standards

C:10-1



You've arrived in Upthorpe on your way to The Playhouse but you are unsure of how to get there. Stop a passer-by and ask for directions. Give him/her the full address (see page 12).

- You might like to plan here what you would say:

When you get to The Playhouse go in and find out what time the performance finishes.

- You could plan here what you would say:

- **Practise this** or any other situation with a friend to help you gain confidence.

Core Skills

C:1-1

Basic Skills Standards

C:5-2



Read this leaflet and discuss the ideas in it with your workmates.

Think about your own workplace and the conditions there.

FOOD HANDLERS BEWARE!

Raw meat can be dangerous

NEVER

- Use the same chopping board for raw meat and cooked food
- Use the same knives for raw meat and cooked food
- Store raw meat above cooked food – it could drip
- Start to cook meat while it is still frozen

ALWAYS

- Thaw thoroughly in the fridge before cooking
- Store in a separate place away from cooked food or on the bottom shelf
- Wipe and disinfect any areas which have been contaminated by raw meat juices

DON'T RISK FOOD POISONING!

Core Skills

C:1.1

Basic Skills Standards

C:6.1

C:16.4

Work with a friend or in a group and discuss this task.

You have a client who is unsure whether to take their child to a nursery or to employ a nanny. He asks your advice and wants you to recommend a suitable solution to the problem.

- **discuss** the needs of the child and the suitability of a nursery or a nanny.
- after discussion **state** the advantages of your chosen solution to the problem.



Core Skills

C:1-1

Basic Skills Standards

C:10-1

C:10-2

C:16-3

C:16-4



Discuss your ideas with your tutor/supervisor.



Remember



to follow these points:

When answering the telephone at work:

- pick up the receiver, say Good morning/afternoon and name of your firm
(Good morning, Oaktrees Residential home)
- when taking a message, write it down on the telephone pad and then repeat it again to the caller
(Mr Jones is coming to look round on Wednesday at 11 am)
- end the conversation politely
(Thank you for calling, Mr Jones, Goodbye).

When making a telephone call yourself:

- plan in advance what you want to say
- have any information necessary on the desk in front of you
- speak clearly and confidently
- give all the relevant details.

Core Skills

C:2.1

Basic Skills Standards

C:10.1

C:10.2



- Phone calls are expensive, so **plan** what you are going to say in advance.
- Planning will make you feel more **confident** and you won't get confused and forget what you want to say.

Look at this example:

- **Dial the number**
- **Give your name and name of your workplace**
(Ann Jones here from Oaktrees Residential Home)
- **Ask for person you wish to speak to**
(Could I speak to Mr Williams, the pharmacist please?)
- **When he answers, repeat your name and firm**
(Ann Jones here from Oaktrees Residential Home, Walsall)
- **Give your reason for calling**
(I left a prescription with you for Mrs Florence Giles and you asked me to phone this afternoon to see when to collect the tablets)
- **Ask when they can be collected – get a time/date.**
Repeat this to him
(Wednesday the 19th in the afternoon)
- **Thank him and say good-bye.**

Core Skills

C:2-1

Basic Skills Standards

C:10-1

C:10-2

Remember

Plan your conversation in advance, include all the relevant details. Speak clearly and loudly enough to be heard. Speak at a suitable speed.



Making New Arrangements

You have to ring a client's daughter, Mrs Bradfield to tell her that her mother will be able to move in for respite care from the 20th to the 27th August inclusive. Find out what time Mrs Bradfield and her mother will arrive and end the conversation politely.

Plan your conversation carefully and make sure you have included all the details.

Making a Complaint

You have to **telephone** Bennet Butchers Ltd to make a complaint about a delivery of steak and kidney which was found to be bad on arrival.

Plan your conversation carefully and make sure you include all the necessary information.

Core Skills

C:2.1

Basic Skills Standards

C:10.1

C:10.2



Wigan Social Services
SUMMER PLAY SCHEME
REQUIRE VOLUNTEERS

**over the age of 16 to help to run play schemes
for children with special needs in local schools.**

**If you have lot of patience, a sense of fun or are
interested in helping these special children**

Ring June Walker on

0942 781414

**You have a friend who is a trained nurse and is thinking of
looking for work with children with special needs. He has
seen this advert and asks you for help. You agree to
telephone the number and find out more for him.**

● Plan your conversation before you ring:

- say why you are ringing

- give his name, address and telephone number

- give details of his experience and what he is interested in doing

- ask when the starting date is

- does he need to write in or fill in a form?

- get the relevant details

- end the conversation politely.



Applying for a Job

You've seen this advert in the local paper.

Telephone Mrs Hill to find out more details.

Mother's Help

Required.

Driver and non-smoker.

Please apply to:

Mrs A Hill on

(0924) 512456

Wigfield Child Care Agency

Plan out what you need to say first, including:

- name, address, age
- work experience
- qualifications
- clean driving licence
- anything else?

You could make notes here:

Core Skills

C:2:1

Basic Skills Standards

C:1:1

C:5:1

C:5:2

C:10:1

C:10:2

TAKING A TELEPHONE MESSAGE

You answer the telephone and take a message from Mr Elliot. Fill in the **telephone message pad** below with details from the conversation.

**Hello, Mr Elliot here from Bristol Social Services.
Could I speak to Mr Wright?**

You: I'm sorry, Mr Wright is not here at the moment.

Mr Elliot: *Oh dear! Look, can you get him to call me back?*

You: Certainly. Is there any special time?

Mr Elliot: *Well, not today in fact – I'm just going out to visit another home. He could give me a ring tomorrow.*

You: I'll check for you and see if he's here tomorrow. No, he's not, he's out all day.

Mr Elliot: *I see. Well, can you tell him I can't make the meeting on the 20th March, but I'd like him to ring me as soon as possible. The number is 0272 263765*

You: Right, I'll let him know.

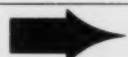
Mr Elliot: *Thanks, bye.*

TELEPHONE MESSAGE PAD

TO:
FROM:
SUBJECT:

SIGNED:
DATE:

TIME:



Make sure you've got all the details written down



SELF-ASSESSMENT QUESTIONNAIRE

Oral Communications

Please tick a box.

Please tick

I am able to listen carefully to other people

Yes	No	
-----	----	--

I am able to respond in turn

Yes	No	
-----	----	--

I am able to ask questions

Yes	No	
-----	----	--

I know how to use language to suit the person to whom I am speaking

Yes	No	
-----	----	--

I am aware of my own body language and that of others

Yes	No	
-----	----	--

I am able to play my part in a discussion

Yes	No	
-----	----	--

I feel confident about making and taking a telephone call

Yes	No	
-----	----	--

I am able to give clear instructions to others

Yes	No	
-----	----	--

I am able to follow instructions

Yes	No	
-----	----	--

I require further work on



If you have answered NO to any of these questions please read through the section again or ask your tutor for further help.

READING





We read to get information or for enjoyment. These are some of the things you may read in a day:

Information

At work

- forms (delivery note, order form)
- instructions (for doing a job, operating a washing machine)
- labels (washing instructions on clothing)
- notices (safety, warning signs etc)
- reports
- letters (memos)
- anything else?

At college

- reports/textbooks/manuals
- worksheets/handouts/instructions
- anything else you can add?

Enjoyment

- Video game instructions
- Holiday brochures
- Newspapers
- Karaoke machine
- Letters
- Books
- Computers
- Microwave instructions
- Menus
- Recipes
- Ceefax
- Games
- Pub prices
- Video catalogue
- TV Times
- Cassette & CD labels
- Adverts
- Magazines
- Music
- Cinema adverts
- anything else you can add?

Core Skills

C:1-4

Basic Skills Standards

C:6

C:7

C:8-1



Think back over a typical day and make a note of all the things you've read – (eg newspaper) **At work, at College, at home.**

List them:

At work

At College

At home

Any others?

On the bus/in the street/in shops/at the library/in the pub

Core Skills

C:1.4

Basic Skills Standards

C:1

C:2

C:3.1

C:6

C:7

C:8.1



Look back to the last task and think about what you read in a day. Think about how you read some of the things on your list. Did you glance quickly at the paper before work and then read it more carefully when you got home after work?

There are actually **FOUR WAYS OF READING**

Depending on the reason **WHY** we are reading we may use these different ways, either separately or a mixture of them.

1. Skimming

Look quickly over the text/book to get a general idea of the content. Ask yourself, "What is this book/text about?" Move your eyes **quickly** over the text, looking especially at the **titles**, the **beginning** and **end** (of chapters in a book), and the **first sentence** of every paragraph (where important information is often placed).

2. Scanning

Look quickly through the text searching for a particular piece of information or fact. Ask, "Has this text got the information I need, and if so, where is it?" Move your eyes swiftly over the text on the **look-out** for **specific items** (eg **names, key words or figures**).

3. Light reading

Read the text/book/newspaper etc. fairly quickly without concentrating too much on it and without necessarily understanding every single word. This is what we do most of the time.

4. Detailed reading

Read more slowly and carefully in order to think about what we are reading so that we understand or can learn and remember. (Reading instructions, materials for study, documents, etc). This is what we do when we are studying or completing an important form.

Core Skills

C:1-4

Basic Skills Standards

C:6

C:13

C:17



Why are you reading?

Before you start reading a book, magazine, article or passage ask yourself:

WHY am I reading this?

WHAT do I hope to get out of it?

Am I reading to get a general idea of what it's about?	(Use skimming)
Am I reading to get specific facts?	(Use scanning)
Am I reading for pleasure/to pass the time?	(Use light reading)
Am I reading for study purposes/ for understanding?	(Use detailed reading)

- By answering these 2 questions you have given yourself an idea of how to read.

Core Skills

C:1-4

Basic Skills Standards

C:6

C:13



Skimming

When researching material or checking information you need to find books or magazines that will give you the right information. You won't have time to read every page of every book or magazine you choose so **you need to skim.**

What's that?

Think about the way you look through a book or a magazine when you're waiting for someone. What do you do?

- First of all you **pick** out one which appeals to you.
- Then you **leaf** through it until you see something interesting.
- You may start at the front and **look quickly** at each page until you find something of interest which you want to **read** more carefully.

OR

- You might **turn** straight away to a particular page – the letters page, gardeners' page or sports page.

OR

- You might **look** at the **contents page** for a subject in which you have an interest.

OR

- If it's a book you might look at the **index** to see if there is a **reference** to the topic in which you are **interested**.

All of these examples involve **skimming**. It is a very useful technique which we do all the time without being aware.

Think about the above examples of **skimming** and use them to help you find the right books and magazines and the right information **quickly** and **efficiently**.

Core Skills

C:1-4

Basic Skills Standards

C:6

C:13

Scan this contents page – glance quickly down the list to find the page for injuries by occupation.

HEALTH & SAFETY STATISTICS

Contents

Introduction		
Section 1	The overall picture	3
Section 2	Background to the statistics	4
	Tables & general notes	
	List of tables	
Section 3	Injuries by severity, industry & employment status	8
Section 4	Kinds of accident	23
Section 5	Nature & site of injuries	27
Section 6	Injuries by age & sex	39
Section 7	Injuries by occupation	41
Section 8	Dangerous occurrences	42
Section 9	Gas Safety statistics	43
Section 10	Enforcement action statistics	44
Section 11	Occupation Health	52
Section 12	Definitions & contact points	74

Answer:

Quickly scan down the contents page to find the correct page as you have been asked to re-stock the first aid box in your nursery classroom.

FIRST AID	Page		Page
Dealing with accidents	2	Action	
Resuscitation	3	First Aid box	10
Mouth to mouth ventilation	4	Electric shock	11
Cardiac arrest	5	Scalds & burns	12
Bleeding	7	Simple burns & scalds	13
Major external/ Internal bleeding		Severe burns	
Unconsciousness	9	Chemical burns	14
		Electric burns	

Answer:

- See how quickly you can get the information

Core Skills

C:1.4

Basic Skills Standards

C:6

C:7.3



Food	Fat	Protein	Carbohydrate	Fibre	Vitamins Minerals
Chips					
Battered Cod					
Fresh Peas					
Grilled Cod					
Brown bread					
White Bread					
Boiled Egg					
Bran Flakes					
Milk					
Butter					
Sugar					
Tea					
Coffee					
Fresh Fruit Juice					
Soft Drink (fizzy)					

Name the food(s) which contain carbohydrate only.

sugar, soft drink (fizzy).

Core Skills

C:1-1

Basic Skills Standards

C:10-1

Aim to get the general idea. Look quickly over each passage to get an idea of the content. Match the number of each passage to a heading at the bottom of the page. You have a choice of five.

1. Fashion dictates what we eat almost as much as what we wear but modern trends and fads in diet do not usually contradict the basic rules of good nutrition. It should not be difficult to devise a nutritious menu which the average child will eat as research has shown that children offered a wide variety of food will instinctively choose a balanced diet and take the appropriate number of calories.

Children should be offered plenty of protein rich foods (as these provide the raw material for growth). They must also have plenty of milk (which provides calcium for bone formation) and as much fruit and vegetables as they choose to eat.

2. Children cannot learn except through their own experience and play is the main source of first hand experience during childhood.

One of the important contributions of adults to the child's development is to provide toys which build on a child's existing experience and help him/her progress to the next stage. This will develop the child's curiosity and creativity. For example the child who has played at home in the bath with floating toys will be keen to explore formal waterplay at nursery.

3. Sometimes mental or physical handicap make it difficult for a child to play with the ease of a normal child. All children are curious but a child who is deaf or blind or has poor hand control will need special toys. These can often be available from toy libraries. Experts choose the toys for the libraries and can often advise parents on the most suitable toys for a particular child.

- ☐ bathing a baby
- ☐ encouraging play
- ☐ nursery equipment

- ☐ planning a child's menu
- ☐ toys for special needs

• See how quickly you can match them up

Core Skills

C:1-4

Basic Skills Standards

C:6

C:13

DERBY TOY LIBRARY

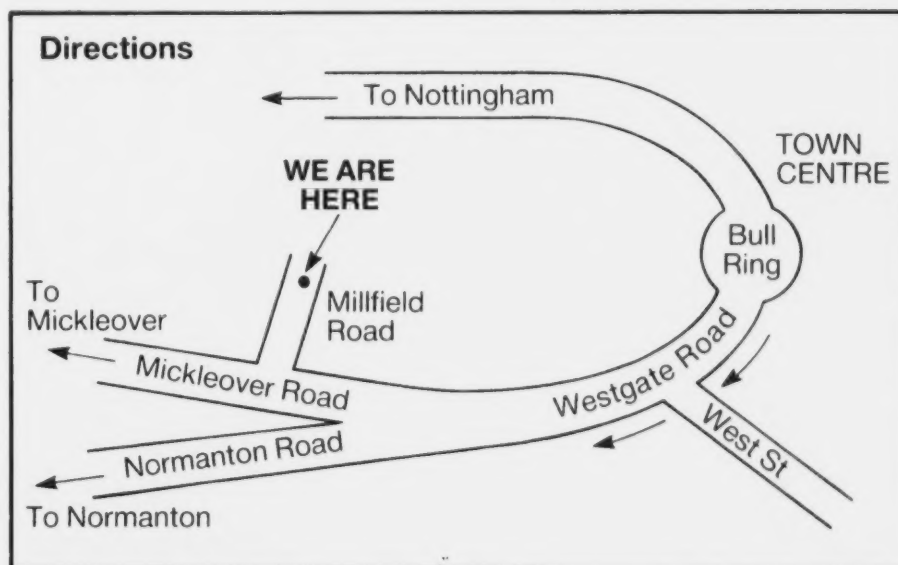
Free membership for all
parents and
registered childminders

Small monthly rental charges

MILLFIELD ROAD

DERBY

0332 423568



OPEN 7-9 pm MON-FRI 9-3 pm SAT

Your boss is sending you to the toy library. Look at the map and **follow** the **directions**. Quickly work out how you can get from the Bull Ring in the Town Centre to the toy library.

Core Skills

C:1.4

Basic Skills Standards

C:1.1

C:7.2



You see this article in a newspaper which you glance at before you start work.

ARE PETS GOOD FOR YOUR HEALTH?

Recent research has shown a marked difference between the health of people who keep cats or dogs and those who do not. The former have notably fewer heart attacks and strokes than people who do not keep animals and of the people who do become ill pet owners recover more quickly.

- What's it about?
- Does it interest you?
- Would you want to read it again more carefully?

Core Skills

C:1-4

Basic Skills Standards

C:6-1



Try to make sense of this information.

The sentences are in the wrong order.

Sort them out and write them down in the **correct sequence**.

A Bed Bath

Remove the top bedclothes but keep the patient covered with a sheet.

Collect together all the equipment you will need.

Systematically soap, rinse and dry each part of the body.

Make sure that the room is warm and the windows are closed.

Help the patient to take off their night clothes.

Put a towel under each part as you wash it.

Help the patient to put on deodorant or powder and clean night clothes.

Answers:

Core Skills

C:1-4

Basic Skills Standards

C:6-1

C:6-2



Read the passage carefully and complete the instructions given in it in point form.

Caring for the Mouth

It is particularly important that the mouth of a sick person is kept clean as left over food particles will not only leave the mouth tasting and feeling unpleasant but may result in bad teeth or mouth infections.

If the mouth is cleaned frequently it will not be a long job but do not neglect this job or it will be a difficult task and an ordeal to the patient. Patients who can sit up simply need you to provide them with the means to clean their teeth after each meal. Patients who are very weak will need to clean their teeth and the surfaces of the mouth with toothpaste and a very soft tooth brush.

- ☒ Clean the mouth frequently or else.....
- ☐ Do not allow food particles to build up or.....
- ☒ Patients who can sit up need.....
- ☒ Weak patients will need.....

Core Skills

C:1-4

Basic Skills Standards

C:6-1

Read the following article and then fill in the chart with the necessary information.

MENTAL HANDICAP

About 3% of the population have some sort of mental handicap. The causes of this include: abnormal chromosomes, eg. Down's syndrome, disease, eg. meningitis, brain damage during birth, eg. cerebral palsy and brain injury later in life eg. road accidents. Researchers have claimed to discover over 200 causes of mental handicap.

It is not possible to describe the best way to bring up and educate a child who has special needs due to mental handicap. Every child is different. The handicap could be severe or mild therefore the child may need professional care from birth or may only need the provision of some special help at school.

In the past severely handicapped children have been cared for in a residential setting from a very early age. During the past twenty years the aim has been to care for as many children as possible in the family and the community. This is thought to be better for their emotional development.

• **Fill in the correct information**

Percentage of the population having mental handicap	
Number of possible causes of mental handicap	
An example of mental handicap caused by abnormal chromosomes is	
An example of mental handicap caused by disease is	
An example of mental handicap caused during birth is	
Children who are mildly handicapped may only need	
Children who are severely handicapped may need	
We try to care for children in the because this is better for	

Core Skills

C:1-4

Basic Skills Standards

C:6-1

Study this advert and answer the following questions

WOODSIDE RESIDENTIAL HOME

**Small friendly Residential Home
registered for 8 guests
Situated near Brighton
Convenient for amenities
Day care a speciality
(transport provided)**

* Pleasant double and single rooms all en suite *
Chair lift * Full 24 hour cover * Home cooked food
special diets catered for * Pets by arrangement *
Regular visits by chiropodist and hairdresser

**POP IN ANY TIME OR TELEPHONE FOR A
BROCHURE**

25, South Avenue, Brighton
Owner, Mrs Gill, 0273 502275

1. Do I need an appointment to look round?
.....
2. What is the address of the home?
.....
3. Who shall I ask to speak to if I telephone?
.....
4. Can I go there for care during the day while my daughter is at work?
.....
5. Can I take my Yorkshire Terrier with me?
.....
6. I have arthritis. How will I get upstairs to the bathroom?
.....
7. How many other old people will be there?
.....
8. Will someone take me to the hairdresser?
.....
9. I have to keep my weight down. Will they cook me a low calorie lunch?
.....
10. How will I get there each day?
.....

Core Skills

C:1.4

Basic Skills Standards

C:6.1

Read the following passage carefully and answer the questions.

There are certain basic needs which must be satisfied in order for any human being to be happy and to thrive. We all need shelter, warmth, food, security and love. It is easy to learn how to provide the first three to people who are in our professional care. We can learn the skills required to run an efficient home and provide suitable meals but to provide someone with a feeling of security and love is much harder.

The reason that this is so difficult is that we are not dealing with predictable things like buildings and food. We are dealing with people and every single one is different. Our desire to provide security and love may be very strong but this is not enough on its own. Love and security can only be provided by entering into a relationship with someone and this is a two way process. The carer will need to be able to accept and value people who are perhaps hurt, confused or unhappy. They may feel that life has not been very good to them and their behaviour towards those who care for them may not make them very lovable. Your job will be to let them know that they are important to you and you will know that you are succeeding when they show some interest in you. When your clients are able to take an interest in you and share their feelings with you, you will have established a relationship. This is the most difficult and the most important part of your job.

1. List 5 basic human needs _____

2. Which 3 does the writer think are easy to satisfy? _____

3. Which 2 are more difficult to satisfy? _____

4. What does the writer think is the most important part of a carer's job? _____

5. Can you explain what these words mean? Use a dictionary to check their meanings.

relationships _____	behaviour _____
predictable _____	established _____
thrive _____	

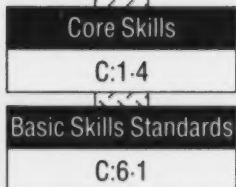
Core Skills

C:1-4

Basic Skills Standards

C:6-1

C:6-3



==

Animal & Vegetable Sources of Protein

Proteins are complicated substances which are essential for the body to be able to grow or to repair itself. They are made up of amino acids. There are about 20 different kinds of amino acids.

The two main sources of proteins are animal and vegetable. Animal sources include: Meat, fish, eggs and milk. Vegetable sources include: nuts, beans, peas and grain. Most animal sources are known as complete or primary proteins as they contain all the different kinds of amino acid. Vegetable proteins are incomplete or secondary proteins as they can only supply all 20 amino acids if more than one type of food is combined.

Summary

Animal Sources	Vegetable Sources
Meat, fish, eggs, milk	Nuts, peas, beans, grain
Complete – contain all 20 amino acids	Incomplete – no one food has all 20 amino acids
Essential for growth and repair	

Core Skills

C:1.4

Basic Skills Standards

C:6.1



If a client has just had an accident you should follow these instructions:

- remove the hazard if it is safe to do so
- call for help (someone with first-aid training)
- call an ambulance if necessary.

But

- do not move the injured person unless there is immediate danger
- stay with the injured person and give comfort
- make as comfortable as possible
- do not give anything to eat or drink
- do not allow the injured person to smoke.

Read through the instructions.

Check through and make sure you understand and are able to act in an emergency.

Sort the information into the right column.

Do	Don't
✓	⊗
✓	⊗
✓	⊗
✓	⊗
✓	⊗

Basic Skills Standards

C:6-1

C:6-2

How Infections Occur

There are four main ways in which infection can enter the body. These are: through a wound – for example a cut or an insect bite; by being breathed into the lungs; by being swallowed; or by entering the reproductive organs.

Tetanus is an example of a disease caused when dirt enters a cut. This can be avoided by vaccination. The common cold is passed by germs in droplets of water which are breathed in. One way to avoid this is to 'catch' germs in a handkerchief when we sneeze.

Germs on food are the ones most commonly introduced into the body by swallowing. They cause food poisoning. Good food and personal hygiene are the best ways to avoid this. Aids commonly enters the body via the reproductive organs and condoms are a good protection against this.

Make brief notes:

Infection enters by:

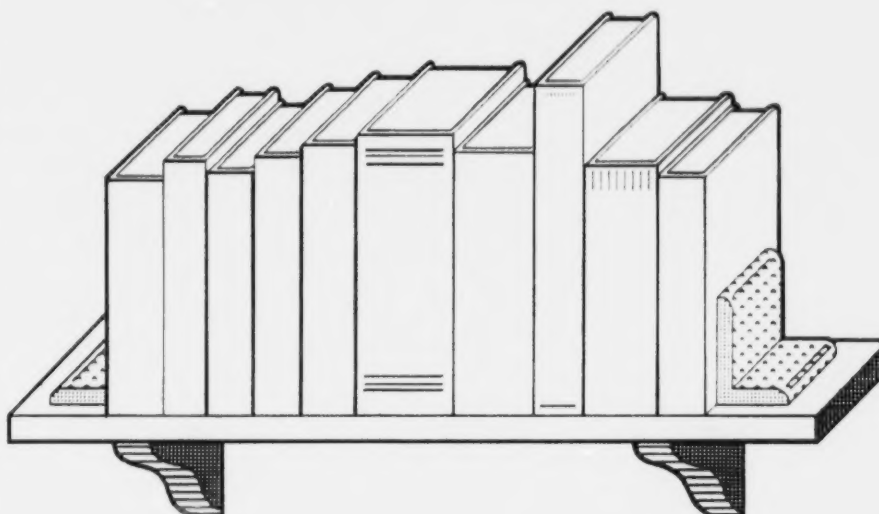
- 1
- 2
- 3
- 4

Diseases caused are:

- 1
- 2
- 3
- 4

Protect by:

- 1
- 2
- 3
- 4



Questionnaire

Please fill in the following questionnaire:

	Yes	Not sure	No
Have you visited a library before?	☐	☐	☐
Did you find the information you wanted?	☐	☐	☐
Did you ask the librarian for help?	☐	☐	☐
Did you find the system easy to understand?	☐	☐	☐
Do you feel confident about borrowing books/using reference books/borrowing videos?	☐	☐	☐
Can you use the catalogue system e.g. reference cards/microfiche?	☐	☐	☐
Do you use libraries to find out about local events and other information?	☐	☐	☐



**If you've answered NO to any of these questions then this section will help you
READ ON**



You may have used the library before for borrowing books. There are a great many other services on offer.

Services on offer:

1. Advice from trained staff – always consult the librarian if you need any help as they are there to help you.
2. Request services:
 - a. most books can be traced by librarians and borrowed from other libraries if not in stock.
 - b. journals, papers, periodicals can be borrowed from another library or other source and can be photocopied by the library for a small fee.
3. Source of maps, ancient and modern and local.
4. Source of much local information on clubs activities, events etc.
5. Daily papers, magazines and journals.
6. Reference books – encyclopaedias, dictionaries, year books, almanacs and many others.
7. Photocopying service, black and white, sometimes colour.
8. Video loan service.



Visit your local college or library and find out what is on offer – use the questionnaire to help you find out exactly what is available for your study and for your hobbies.



Find out and fill in:

- the times when the library is open (are there any late-night openings?)
.....
.....
- how to obtain tickets and how many books, videos, etc. you can borrow at a time ...
.....
.....
- how long you may borrow books, etc. for ...
.....
.....
- whether you have to pay fines when books are overdue and how much are they ...
.....
.....
- whether you need separate tickets for different items such as books, videos or records ...
.....
.....
- whether you can photocopy there ...
.....
.....
- whether you can buy stationery at certain times or all the time ...
.....
.....



Take advantage of all the services which are on offer



Please tick

- | | | |
|---------------------------------|--------------------------|------------------------------|
| a. Author's catalogue | ☐ | What form? |
| | | |
| b. Bibliography service | ☐ | Who to ask? |
| | | |
| c. Books in foreign languages | ☐ | Which languages? |
| | | |
| d. Computerized lending service | ☐ | How to use it? |
| | | |
| e. Daily newspapers | ☐ | Which ones? |
| | | |
| f. Exhibition area | ☐ | Where is it? What kinds? |
| | | |
| g. Inter-library loan service | ☐ | Local or nationwide? |
| | | |
| h. Helpful librarians and staff | ☐ | Any special skills? |
| | | |
| i. Photocopying machine | ☐ | Black/white or colour? Cost? |
| | | |
| j. Reading Room | ☐ | Where? Size? |
| | | |
| k. Reference only section | ☐ | What subject variety? |
| | | |
| l. Music/record lending service | ☐ | Cost? Conditions of loan? |
| | | |
| m. Translation service | ☐ | Which languages? |
| | | |
| n. Local information service | ☐ | Who is it run by? |
| | | |
| o. Any subject catalogues | ☐ | What form? |
| | | |
| p. Magazine/periodicals section | ☐ | Reference or borrowing? |
| | | |



**Use these questions to find out exactly
what your library has to offer and then try to make
use of the facilities.**

FICTION is arranged on the shelves in alphabetical order under the names of authors, and all novels by the same author will be found together in one place.

BIOGRAPHY is arranged in alphabetical order of Names of Persons written about.

ALL OTHER WORKS are arranged in numerical order of class numbers according to the Dewey Decimal Classification System, which separates all books into ten main classes as shown below.

DEWEY DECIMAL CLASSIFICATION

Showing Arrangement of Books on the Shelves

000 GENERAL WORKS	340 Law	670 Manufacturers
010 Bibliography	350 Public administration	680 Manufacturers (cont)
020 Library science	360 Social welfare	690 Building construction
030 General encyclopaedias	370 Education	700 ARTS & RECREATIONS
040 General collections	380 Commerce	710 Landscape architecture
050 General periodicals	390 Customs	720 Architecture
060 General Societies Museums	400 LINGUISTICS	730 Sculpture
070 Journalism	410 Comparative	740 Drawing Decoration Art
080 Collected works	420 English language	750 Painting
090 Book rarities	430 German – Germanic	760 Engraving
100 PHILOSOPHY	440 French – Provencal	770 Photography
110 Metaphysics	450 Italian – Rumanian	780 Music
120 Metaphysical theories	460 Spanish – Portuguese	790 Recreation
130 Fields of psychology	470 Latin – Other Italic	800 LITERATURE
150 Psychology	480 Greek – Hellenic Group	810 American
160 Logic	490 Other languages	820 English
170 Ethics	500 PURE SCIENCE	830 German – Germanic
180 Ancient philosophy	510 Mathematics	840 French – Provencal
190 Modern philosophy	520 Astronomy	850 Italian – Rumanian
200 RELIGION	530 Physics	860 Spanish – Portuguese
210 Natural theology	540 Chemistry	870 Latin – Other Italic
220 Bible	550 Geology	880 Greek – Hellenic Group
230 Doctrinal theology	560 Palaeontology	890 Other languages
240 Devotional theology	570 Biology	900 HISTORY
250 Pastoral theology	590 Zoology	920 Biography
270 Christian church history	600 APPLIED SCIENCE	930 Ancient world history
280 Christian churches and sects	610 Medicinal sciences	940 Europe
290 Non-Christian religions	620 Engineering	950 Asia
300 SOCIAL SCIENCES	630 Agriculture	960 Africa
310 Statistics	640 Domestic economy	970 N America
320 Political science	650 Commerce	980 S America
330 Economics	660 Chemical technology	990 Oceania & polar regions

SCHAFFER Rudolf
MOTHERING
FONTANA (Softback)
LONDON
1977 (first published)

SHELF 155

ISBN 000 686081 8

£2.95

Index ☒

Bibliog ☐

Study this reference card and see if you can identify all the information below:

1. Author's surname and first name or initials
2. Full title
3. Publisher
4. Type of edition (hardback/softback)
5. Dates of publication
6. Length (no. of pages)
7. Is there an index and/or a bibliography
8. Dewey Decimal Classification number
9. International Standard Book Number
10. Price

PUZZLE

Imagine you have to put back books on the shelves of the College library. You have to put them back one at a time. Books are different thicknesses of 10, 20, 30mm. How many books can you fit on the first empty shelf?

One, after that the shelf isn't empty.

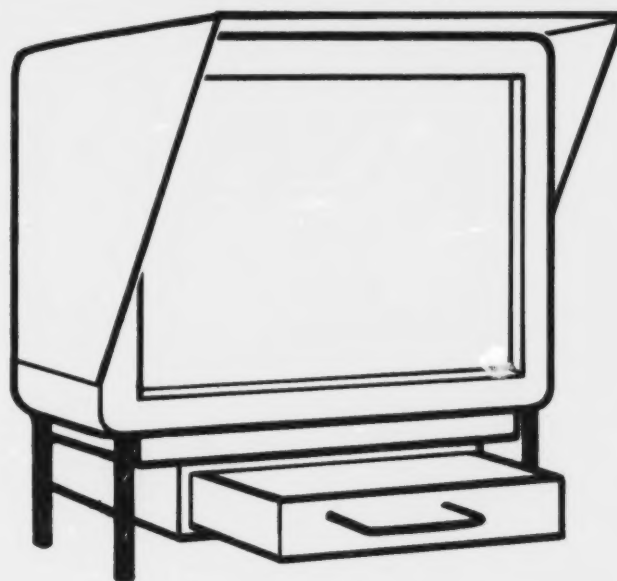
Core Skills

C:1.4

Basic Skills Standards

C:14.1

HOW TO USE THE MICROFICHE



There is a microfiche reader in most libraries. It is used to read the information on a microfiche instead of using a catalogue. There is a great deal of information on each microfiche and the reader enlarges it so you can find what you want easily.

Here are the instructions for use. Study them:

1. Switch on.
2. Pull out the microfiche holder tray by using the metal holder.
3. Select the microfiche from the binder.
4. Place the microfiche face upwards in the microfiche holder tray, with the headed end of the microfiche towards you.
5. When it is in position on the tray, ensure metal pointer is aligned with the index square on the microfiche index grid.
6. Consult the index – it will guide you to the correct section of the microfiche.
7. If the focus on your microfiche screen is blurred adjust the focus button to get better clarity.
8. Switch off after use.



Have a go. Remember to ask the Library staff if you need help.

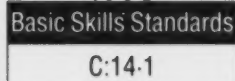
Core Skills

C:1-4

C:14-1

Basic Skills Standards

C:6-2



These are available to read in the library. Current issues are on display and are for reading there. Back issues are filed and are available for borrowing. There are many different **magazines** or **periodicals** in the library.

Community Care
Nursery World
Child Education
Professional Care of Mother and Child
Nutrition – Food and Science
Healthy Eating
Mother and Baby
Food

- Find out what is available in your library for your subject and also for your hobbies.



FINDING YOUR WAY AROUND THE LIBRARY

Answer the following questions – use the card index, microfiche or take your query to the librarian.

1. What is the incubation period of chickenpox?

.....
.....

2. How far is it from Leeds to London?

.....
.....

3. What is thought to cause Down's Syndrome?

.....
.....

4. How would you find the address of the NSPCC in the Library?

.....
.....

5. Find where the health and safety at work act is stored in the Library.

.....
.....

6. Use the microfiche to find out if there are any books written by Michael Rutter in your local Library.

.....
.....

7. What sort of books will you find at 155.418?

.....
.....

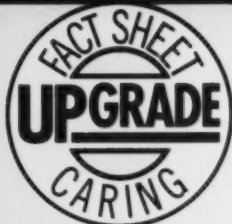
8. What books are available on health care? List their titles and authors.

.....
.....

Remember



To ask for help if you have difficulty finding out the required information.



FINDING OUT INFORMATION

You don't always need to go to the Library for information.

Sometimes it isn't always necessary or practical to get **information** from a **library**.

If you are working and have little free time you may find it more convenient to buy **magazines** at your local **newsagent**. Over the page you will find a list of those relevant to your subject.

Material, such as **newsletters, samples and catalogues** are often sent **free** to your **employer**, so you could always ask your boss to let you have a look at anything which is relevant to your studies at college.

Another good source of information is **trade literature**. Many firms are only too pleased to send out information on their products and **catalogues** are usually well-illustrated and make very interesting reading.

You can buy **Magazines** at your local **newsagent**. For example:

Mother and Child
Healthy Eating
Food
Mother and Baby
Your Child's Future

These may be sent to your **employer**:

Community Care
Nursery World
Child Education

A great deal of **information** can be obtained for projects or assignments by sending off for **trade literature**. For example:

Clothing catalogues
Catalogues of aids for the handicapped
Toy catalogues

Turn over the page for some useful addresses.

Basic Skills Standards

C:6-1

C:13

USING BOOKS

Books have certain **technical terms**. You need to be familiar with them in order to use books properly. Look at the task below and see if you can give each term its correct meaning. Number 3 has been done for you.

Technical Terms	Meaning
1 Index	a An alphabetical list of topics in a book with page numbers for each
2 Bibliography	b A list of other books on the same subject
3 Reference	c An introduction explaining the title and content
4 Preface	d A list of chapter headings and their page numbers
5 Contents Page	e When the author makes reference to another author or book



If you are not sure then look at the next page

USING TEXT BOOKS OR REFERENCE BOOKS EFFECTIVELY

You may have to use **text books** as part of your course or your tutor may send you to the library to **research information**. In both cases you need to familiarise yourself with the **layout** of **books**.

Most **text books** are made up of the following different sections:

1. **The Preface** (called introduction or foreword).
This will probably be the first piece of writing after the title page. Written by the author it usually states:

- a. The purpose of the book.
- b. The type of student (eg Caring) and the level of student (eg NVQ level 2) it is aimed at.

2. **The Contents page**

Always placed at the front of book after the preface.

It lists the contents of the book in **page order**.

The list is usually divided into **sections/chapter headings** (usually printed in **bold type**) and after each heading is followed by a detailed list of what is in each chapter.

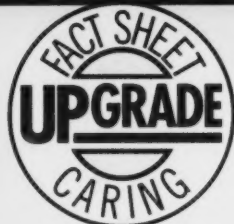
This is very useful as it can show you how a topic is developed chapter by chapter.

3. **The main part of the book**

This is made up of the subject information.

4. **The index**

This is placed at the **back** of the book. It lists the contents of the book in **alphabetical order**.



FINDING YOUR WAY AROUND BOOKS

Using text books or reference books

If you are researching a topic and find many books on the subject, first of all **assess whether the book will be of any use to you.**

How will you do this?

1. Read the **Preface**
It will tell you if the book is aimed at the right level of study for you and will also tell you what the author has **covered** in the book.
2. Look at the **Contents Page**
Carefully read the chapter **headings** so that you will have a good idea of all the areas covered in that particular book.
3. Look at the **Index**
Turn to the back of the book to the **index**. Find a subject or name of a person you are familiar with and look it up. You will be given page references – just choose one, then look it up and see what the author says about it. Doing this will let you see how the author writes and you will then be able to make a decision as to whether it is easy to read and understand. If not, then try the same method with another book.

Remember

If you want to know what sort of things the books tells you about ... look at the **contents page**

If you want to find a specific piece of information use the **index**.



USING THE CONTENTS PAGE

Study this page and find the chapters you would need for information on:

1. bottle feeding
2. chicken pox
3. dolls houses
4. baby clinics
5. nannies
6. six year olds
7. talking
8. nurseries

Contents

Chapter

- | | |
|----|---|
| 1 | Care of the young baby |
| 2 | Food |
| 3 | Germs and diseases |
| 4 | Growth and development of children |
| 5 | Intellectual development |
| 6 | Language development |
| 7 | Social development |
| 8 | Play and development |
| 9 | Accidents and first aid services for children |
| 10 | Looking after other people's children |
| 11 | Child observations |

Answers

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These are books of information – they are there for you to dip into to find the necessary piece of information.

They are:

- Encyclopaedias
- Catalogues
- Dictionaries
- Guidebooks
- Telephone books
- Manuals
- Yellow pages

Any more you can think of?

.....

.....

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.....

Most libraries have a reference section where you can browse.

Here are some examples:

- **An encyclopaedia of Children's Names**
- **The Penguin Dictionary of Medicine**
- **The Complete Book of Home Decorating**
- **Social Trends**
- **Road Maps of Britain**
- **Charities Digest**
- **Atlas**
- **The Manual of Family Health**
- **Roget's Thesaurus**

Do you use reference books ☐ Which?

.....

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Study the following section of residential homes.

◆ **Residential Homes**

Aaron House Private Residential Home For the Elderly	Halifax (0422) 441258
Bank Close House, Care and comfort assured	Bakewell (0629) 611335
Christian Alliance Home for the Elderly	Leeds (0532) 613829
Danwood House, permanent, long or short stay	Chesterfield (0246) 271578
Edengarth Ltd Luxurious Private Residential Home	Wakefield (0924) 358615
Firth's Homes, small and friendly	Rotherham (0709) 890086
Glenthorne Residential Home - secluded countryside setting	Dewsbury (0924) 358615
Hartwell Residential Home	Castleford (0977) 447755
Innwood Court Residential Home	Leeds (0532) 340452
James Booth House	Hope Valley (0433) 231112

- Find a suitable accommodation for a lady who is used to living in the country.

Give the name and phone number including the code for the town.

Core Skills

C:1-4

Basic Skills Standards

C:6-3

USING AN INDEX

This can sometimes be quite difficult – if you can't find what you are looking for or if you are not sure **where** to look!

Remember →

An index lists the contents of the book in **Alphabetical order** and gives the page numbers you need.

Look at this example of part of an index:

carbohydrates	88,165,170
carcinogens	221
cardiovascular system	82-3,85
cataracts	63,346
cerebellum	78-9
cerebral palsy	132
contraception	270
cesarian section	295
chickenpox	107
chilblains	47
chiropodists	74
choking	38,250
chromosomes	15-16,114,154
cigarettes	see smoking
common cold	68,108,112

Why is it useful to have an index?

- you can save a great deal of time when looking for information
- you can quickly see whether a book has the information you require
- you can build up a list of books which have the information you require.



FINDING INFORMATION FROM TEXT BOOKS

Using any child care book, try to find out the following.

1. Study the contents page and find a chapter on **Play and development**. Scan the sub-headings until you come to **Types of play**. Find out how role play helps the child's development.

2. Study the **Index** – find **Amniocentesis** and find out what this test is used for.

3. Find a chapter on **Language development** and find out at what age the average child is able to speak in sentences.

4. Find a chapter on **Social development** and find out how old most children are before they like to play in groups.

5. Find a chapter on **Physical development** and find out how old the average child is when it learns to walk unaided.

Core Skills

C:13.1

Basic Skills Standards

C:6.3

Use a standard text book.

Look in the index to find the information you need and fill in the missing words.

Learning Through Play

Play is the child's work and by playing the child develops their i _____.

Play can be divided into several types such as ph _____
play c _____ play and r _____ play.

Ph _____ play is often carried out outdoors so a safe
e _____ ed area will be required. Toys such as b _____,
s _____, and c _____ f _____ will help
children to have fun whilst developing their m _____
and c _____.

C _____ play includes activities such as p _____,
d _____ and m _____ making. Materials for this
include p _____, p _____, p _____ and
c _____. G _____ and old b _____ will also
be required. Children may require a little help with this from
adults but the main role of the adult will be seeing that
mess is kept to the appropriate area and is clean up
afterwards.

R _____ play can involve d _____ u _____
and playing with 'props' for example pots and pans in the
h _____ c _____. It may also include acting
through p _____ or small toys like little d _____ in
a d _____ h _____.

Core Skills

C:1.1

Basic Skills Standards

C:6.1

C:6.3



SELF-ASSESSMENT QUESTIONNAIRE

Reading

Please tick a box.

I now understand that there are different
ways of reading

Yes

☐

No

☐

I know which one to use to suit my purpose

Yes

☐

No

☐

I know how to find information quickly

Yes

☐

No

☐

I know how to make notes from a passage

Yes

☐

No

☐

I require further work on



If you have answered NO to any of these
questions try reading this section again or ask your
tutor to help you.

WRITING



Getting the message across

Remember 

- Think about **WHY** you are writing
- Think about **WHO** you are writing to

When you have thought about those two points you will have a better idea of how to approach the piece of writing.

Things you might want to consider:

SPELLING

PUNCTUATION

STYLE

If you are writing a shopping list would any of these matter?

Yes ☐ No ☐

If you are writing a letter applying for a job would they matter?

Yes ☐ No ☐

So think carefully about **WHY** you are writing and **WHO** you are writing to.

Core Skills

C:1-2

Basic Skills Standards

C:9



GETTING THE MESSAGE ACROSS

The **AIM** of communicating by writing is:

To get the message across by

- being clear
- being brief
- keeping it simple, straight forward
- getting the right tone
- using the most suitable words for the purpose
- keeping the reader's interest
- Having a clear and attractive layout (presentation).

Look at this note left for the milkman:

Dear Milkman

I'm just writing to tell you that we will need an extra pint as my aunty is coming over from America to stay for several weeks. We haven't seen her since 1979 so we're all really looking forward to seeing her. She likes orange juice too so if you could leave a carton sometime I'd be grateful.

Thanks

Mrs Smith

- Is it brief? Has the milkman got time to read all this?
- Is the message clear (when has he to leave the extra order)?
- Is it right for the purpose?
- Does the milkman need all of this information?

Does it get the message across?

No!

The milkman will now have to call back to Mrs Smith's and get all the details.

Core Skills

C:1.2

Basic Skills Standards

C:9

What is it?

- it's a series of marks eg. **commas, full stops, question marks, capital letters** which are put into writing.

What does it do?

- it helps to make the sense clear and it helps the writer to organise his words.

FULL STOP



Shows the end of a sentence.

A sentence begins with a capital letter and ends with a full stop.

A sentence should be complete and make sense.

eg. Some old people are very fit.

COMMA



Shows a pause and is used to:

- **separate items in a list**
eg. Carbohydrates include sugar, rice, pasta and bread.
- **separate different parts of a sentence**
eg. The new residents, who are here for respite care, will come on Tuesday.
- **separate a name or a description within a sentence**
eg. Our oldest resident, George, will be 97 next week.

QUESTION MARK



Shows a question has been asked

– it completes a sentence like a full stop.

eg. Would you like custard on your pie?

CAPITAL LETTERS

Are used at the beginning of sentences and for proper nouns (eg. town, countries, names and titles)

eg. We will open creches in London and Manchester.

EXCLAMATION MARK



Shows an order "Shut that gate!"

Used when shouting "Help!" "Fire!"

Used to show emphasis eg. "What a lovely picture!"

Without punctuation this passage would not make sense.

1. Look at this passage. It has **no punctuation** in it. Can you sort out the different words?

apreschoolplaygroupisaninformalgatheringofpreschoolchil
drenwhichisorganizedbyinterestedvolunteersthesevoluntee
rsusuallyhavesomeexperienceoflookingaftergroupsofchildr
enandhaveoftenfollowedashorttrainingcoursetheorganizers
aimtoprovidegoodplayactivitiesinafreeandeasyatmosphere
waterplaypaintinggroupgamesingingandstorytimearelikel
ytobeamongthemainactivitiesthese will vary according to the
pecialismsoftheorganizerssoitiswise for parentstovisitaplay
groupwiththeirchildbeforedecidingtoleavethechildthereal
one

2. This is the passage with the **words** sorted out. Can you put in **full stops, commas** and **question marks**?

A pre-school playgroup is an informal gathering of pre-
school children which is organized by interested volunteers
these volunteers usually have some experience of looking
after groups of children and have often followed a short
training course the organizers aim to provide good play
activities in a free-and-easy atmosphere water-play painting
group games singing and story-time are likely to be among
the main activities these will vary according to the
specialisms of the organizers so it is wise for parents to visit
a playgroup with their child before deciding to leave the
child there alone

Core Skills

C:1-2

Basic Skills Standards

C:9

3. This is the passage with some **punctuation marks** in it – **full stops**

A pre-school playgroup is an informal gathering of pre-school children which is organized by interested volunteers. these volunteers usually have some experience of looking after groups of children and have often followed a short training course. the organizers aim to provide good play activities in a free-and-easy atmosphere. water-play painting group games singing and story-time are likely to be among the main activities. these will vary according to the specialisms of the organizers so it is wise for parents to visit a playgroup with their child before deciding to leave the child there alone.

4. This is the passage with **capital letters** and **commas** in it.

A pre-school playgroup is an informal gathering of pre-school children which is organized by interested volunteers. These volunteers usually have some experience of looking after groups of children and have often followed a short training course. The organizers aim to provide good play activities in a free-and-easy atmosphere. Water-play, painting, group games, singing and story-time are likely to be among the main activities. These will vary according to the specialisms of the organizers so it is wise for parents to visit a playgroup with their child before deciding to leave the child there alone.

Core Skills

C:1-2

Basic Skills Standards

C:9

We can now understand the passage



PUNCTUATION

Have a go. Look at these three passages about play.
Put in capital letters, commas and full stops.

1. painting

this is one of the most enjoyable experiences for a pre-school child the equipment needed will be easels or tables thick paints in primary colours and paint brushes paper should be supplied in various textures shapes sizes and colours

Answer:

2. dramatic play

dramatic play helps children remember happy experiences the children need a place to play away from adults they ought not to be interrupted the equipment supplied should include clothes of all kinds including male and female clothing and props such as bags baskets purses and hats

Answer:

3. dolls

many children both boys and girls are very proud of their doll they can be quite protective of them there are many types of dolls ranging from rag-dolls to baby dolls soldier dolls glamour dolls and ethnic dolls accessories include prams pushchairs high chairs beds as well as clothes and small equipment like feeding bottles and hair brushes

Answer:

Core Skills

C:1-2

Basic Skills Standards

C:9



PUNCTUATION

Rewrite the following, putting in capital letters, full stops and commas.

Voluntary Services

1. voluntary organisations are usually funded by donations
2. many get grants from the government or the local authority
3. they are self governing and many of their workers give their time freely
4. some examples of voluntary organisations are the british red cross the salvation army and the women's royal voluntary service
5. some voluntary organisations take the form of self-help groups like alcoholics anonymous and gingerbread
6. many of these organisations are registered charities
7. voluntary services work with the official services to provide welfare care
8. the national council for voluntary organisations offers resources and advice to all voluntary organisations

Answers:

Core Skills

C:1-2

Basic Skills Standards

C:9

What is it?

Grammar is the science of the correct use of language.

It's about the structure of language and about obeying the rules of a language.

If we say:

"It **were** shocking, that accident"

or

"Me and **him was** going to the match"

we are not obeying the rules of grammar.

Often we know if something doesn't look or sound right and we can alter it or ask someone to help us.

Let's look at some of the main parts of grammar.

SENTENCE

NOUN

ADJECTIVE

VERB

Sentence

This is words put together to make complete sense.

A sentence must have a verb in it.

eg. The District Nurse will **care** for people in their own homes.

Noun

The name of an object or person or place:-

eg. wheelchair, jig-saw, Bill, Manchester.

Adjective

A word which describes a noun:

eg. a **young** baby, an **angry** parent, a **sick** patient.

Verb

A word which describes an action:

eg. we **lifted** the old man, we **will report** the accident, I **was wearing** jeans.

Remember

am, are, is, have, has, had, was, were, would, could, should are all verbs.

Core Skills

C:1-2

Basic Skills Standards

C:13

Use Grammar well and you will get the message across. You will communicate well.



WRITING SENTENCES

Try to complete these sentences with suitable words.

1. If a cut is bleeding badly

2. A minor cut should be cleaned with

3. A small cut can be covered with

4. A deep cut needs

5. Get a tetanus injection if

Core Skills

C:1-2

Basic Skills Standards

C:4



Example:

three fractures open, closed and green stick

The **three** main types of **fractures** are **open**, **closed**, and **green stick** fractures

1.	splints	immobilize
	medical help is available	

2. Patients fractures must not the injured limb

3. An open covered bleeding
infection sterile dressing

4.	Green stick fractures	children
	soft and flexible	

5.	A fractured	immobilized
	sling	triangular bandage

WRITING SENTENCES

Using Key Words to Describe a Process

Use the jumbled words in the box to describe the process of changing a baby's nappy.

remove

cotton wool and soapy water

fold

barrier cream

nappy liner

safety pin

plastic pants

disposable nappys

absorbant

convenient

Answer:

Core Skills

C:1-2

Basic Skills Standards

C:9



USING A DICTIONARY

It may seem that a **dictionary** is hard to use if you've no idea **how to spell** a word.

Think first how the word might be spelt. Let's imagine this situation.

You are writing a report for the next care officer on duty and you want to write that Emma did not sleep well but you believe the cause to be emotional rather than physical.

What would you do?

1. Write down the word as you **think** it might be spelt – **fisical**
2. Use the dictionary to check the word.
3. It's not there.
4. Think how else it could be spelt. What about **phisical**.
5. Check the dictionary and find the correct spelling – **physical**



Keep trying – Don't give up.

Core Skills

C:1-4

Basic Skills Standards

C:6-3

Do you ever have problems spelling certain words?

Yes

☐

No

☐

We **all do**. Here are some techniques to help you to improve your spelling.

- **Use spelling rules** –remember **i** before **e** except after **c**.
(eg. the playgroup leader gives the parent a **receipt** for the fees)
- **Break down words into smaller bits** – it makes them easier to learn.
(eg. **hypo ther mia** – hypothermia)
- **Try to see the word in your mind's eye** as you write it.



- **Use trick ways of remembering.**
(eg. **bus** is in **business**)
- **Say the word out loud sounding out any silent letters.**
(eg. bend your **k-nee**)
- **Write the word over and over** concentrating on the difficult bit.
(eg. spaghetti spaghetti spaghetti)
- **Look for any familiar bits within a word** which will help you to remember it.
(eg. **pat ella**)
- **Adding bits to a word.** If you know the word **help** – you can make others from it.
(eg. helper, helping, helped)

Core Skills

C:1-2

Basic Skills Standards

C:9

C:15

C:19

Some words are difficult and need a bit of thought.

Have a go at spelling the following words correctly:

- **bus** _____ – a firm which employs people
- **rec** _____ **t** – this is a piece of paper given to show payment has been made
- **g** _____ **rd** – if children are in the house one of these should be in front of the fire
- **cau** _____ – approach the victim of electrocution with
- **ha** _____ **d** – a danger
- **hea** _____ – a good condition of the body
- **e** _____ **pment** – prams, cots and highchairs are all part of this.

Core Skills

C:1.2

Basic Skills Standards

C:9



Check in a Dictionary.

CHECK YOUR SPELLINGS

Anagrams

Find the names of the following toys:

allbs

soocsret

ldosl

ucbkte

edaps

rtatels

gajwis

taipn

rubhs

racs

ppptesu

kricks

Answers:

Core Skills

C:1-2

Basic Skills Standards

C:9

We've cut foods into pieces. Try to put them back together to find five proteins and five carbohydrates.

eg. roast beef

roa	cott	bak
nuts	ched	ed
egg	st	cheese
ans	age	pea
beef	be	poa

Arrows indicate connections: roa to st, beef to st.

eg. chocolate

ti	choc	own	meal
olate	fru	ca	ke
w	hole	het	rice
br	it	bread	spag

Arrows indicate connections: ti to choc, olate to fru.

Answers: roast beef, poached egg, baked beans, peanuts, cottage cheese
chocolate, spaghetti, brown rice, wholemeal bread, fruit cake

Answers:

Match the 2 halves from these words connected with diet to form complete ones.

Example:

pro	hydrate
carbo	als
vit	re
miner	tein
fib	amins
veg	ta
pas	etables

Write the complete words here:

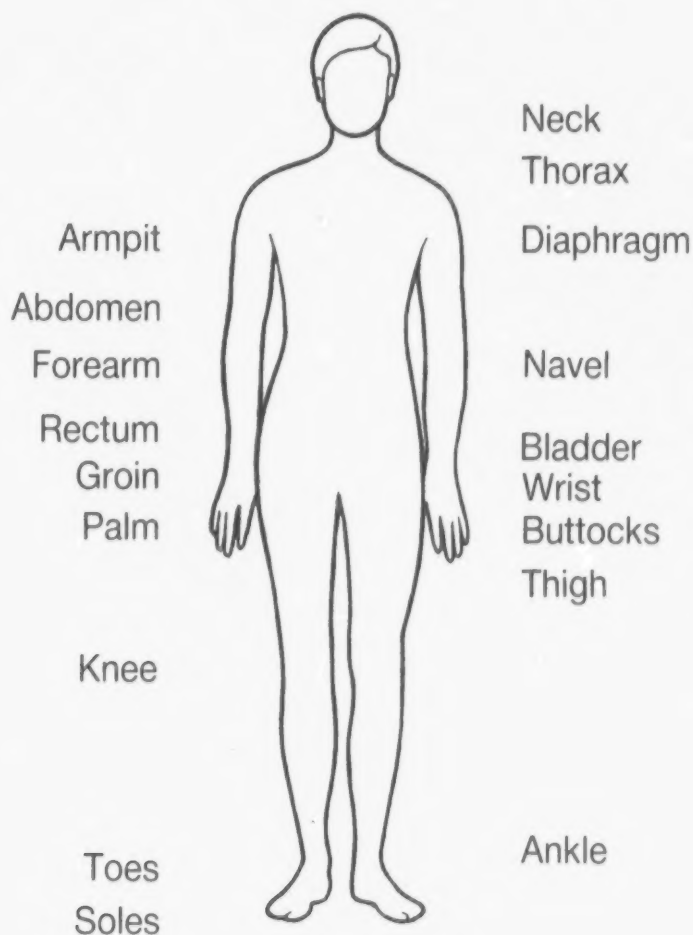
Remember

A good diet is

1. Low in sugar.
2. High in fibre.
3. Low in salt.
4. Low in fat.

SPELLING CHECKLIST

Parts of the body



Core Skills

C:1.2

Basic Skills Standards

C:4

C:9

● Check you can spell all these parts.

● Find ways to help you.

Find the words

P	I	N
A	R	E
T	O	D

Can you see the word PIN?

See how many words of 2 or more letters you can make from this box of letters.

Instructions:

Start at any letter and go in any direction you choose, but you must move to an adjoining letter.

Over 10 words – Good

Over 15 words – Great

Over 20 words – Excellent!

Words

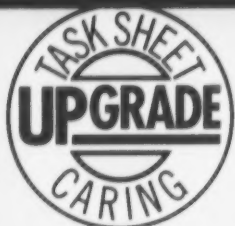
nip	tap	in	dot	rode
pine	pat	ire	rot	tod
pin	pared	par	rota	rod
den	ode	do	rap	
red	or	to	ore	
era	pined	rat	at	
tar	rip	pare	are	

Wordsearch – First Aid

r	i	e	f	i	l	w	q	r	t	g
e	d	a	x	z	t	u	i	x	h	a
s	a	s	h	a	t	s	a	r	t	e
u	e	i	u	a	k	n	u	w	e	j
s	h	r	m	y	r	u	j	n	i	p
c	b	e	r	u	t	c	a	r	f	r
i	f	q	l	d	g	n	i	o	y	o
t	s	e	r	m	i	u	s	z	t	t
a	y	o	u	d	e	x	l	m	e	e
t	n	a	e	v	l	l	u	k	s	c
e	a	e	t	t	e	a	k	o	a	t
e	l	o	m	a	c	e	v	a	s	e
b	a	s	u	o	i	r	e	s	l	m

These words are found written across, down or up, diagonally, forwards or backwards. Find:

head	life	injury	save
serious	risk	skull	fracture
protect	bleed	resuscitate	



WRITING

Imagine you are Wendy Smith and you witnessed the accident reported on the Accident Report form at the end of this section.

Write the details of the accident and include:

- where the accident happened
.....
.....
- what Andrew Cooper was doing at the time
.....
.....
- what happened
.....
.....
- what injuries Andrew Cooper received
.....
.....
- who the accident was reported to
.....
.....
- any other details
.....
.....



**Plan carefully what you are going to write.
Make sure you have answered all the questions above
and included all the necessary details.**

Core Skills

C:1-4

C:2-2

Basic Skills Standards

C:9-1

- Write about why you decided to work in caring.
- What subjects were you good at in school?
- Did you enjoy these subjects?
- Can you explain why?
- Did anything else influence you in your decision about your work?
- Do you enjoy your job and the training you are receiving?
- Which are the most satisfying parts of the job/training?
- What plans have you got for the future?

Remember

- Think about the subject.
- Plan what you want to write.
- Write down any ideas or words.
- Write out a rough version.
- Read it through.
- Check it.
- Alter it, add to it if necessary.
- Write it out neatly.



WRITING ABOUT EXPERIENCES & FEELINGS

Can you remember your first day at work, or at college?

Describe what you did, who you met, how you felt at the end of the day.

First day:

How it went:

Basic Skills Standards

C:4-2

C:9-2

"ALL RIGHT?"

"I like my tutor, he's **all right**."

"I like her she's a bit of **all right**."

"Is this tool **all right** for the job."

"I'm off now, **all right**? The boss said it was **all right** if I clocked off early."

"Are you **all right** now, Jim?"

"I'm perfectly **all right** now, thanks Darren."

"Everything is **all right** thanks."

"I'm sure that will be **all right** Craig. Yes, it's **all right**, Bill."

"A few days rest and you'll be **all right**."

"I have made it **all right** for my family."

"He's **all right** for the rest of his life."

"It's **all right** for you to laugh, Steve!"

"Well, that's a bit of **all right**."

- What are all these people really saying?
- What do they mean?
- Can you find a more interesting or more suitable word or group of words to replace 'all right'?

Basic Skills Standards

C:6-3

C:9



Use a Dictionary or Thesaurus to help you.

Remember →

- Think of the reason **WHY** you are writing a letter
and
- Think of **WHO** you are writing to.

This will help you to select the most suitable style

<i>Hi kid!</i> <i>Having fab time</i> <i>Loads a things to</i> <i>do, food's great</i> <i>weather terriff!</i> <i>See you</i> <i>luu</i> <i>Jase</i>	 <i>Miss Lisa Bell</i>
---	---

<i>Dear Mr Hill,</i> <i>I am having a very</i> <i>enjoyable time. There is</i> <i>a good choice of</i> <i>activities. The food is</i> <i>bery good and the</i> <i>weather excellent..</i> <i>Best wishes</i> <i>Jason Jones</i>	 <i>Mr R Hill</i> <i>Construction Dept</i> <i>Bradfield College</i>
--	--

Core Skills

C:2.2

Basic Skills Standards

C:9.1

Some reasons for writing a letter:

- to ask for information/brochures for holidays
- to enter a competition
- to thank someone for a present
- to apply for a job
- to complain to a firm/manufacturer
- to express an opinion (letter to a newspaper)
- to invite a friend/relative to
- to accept a wedding/party invitation
- to order goods
- to send news to a friend/relative
- to send get well wishes to someone
- to congratulate someone (passing driving test)
- to send a present/photos etc.
- to send an excuse note.

Any others? Can you add some of your own?

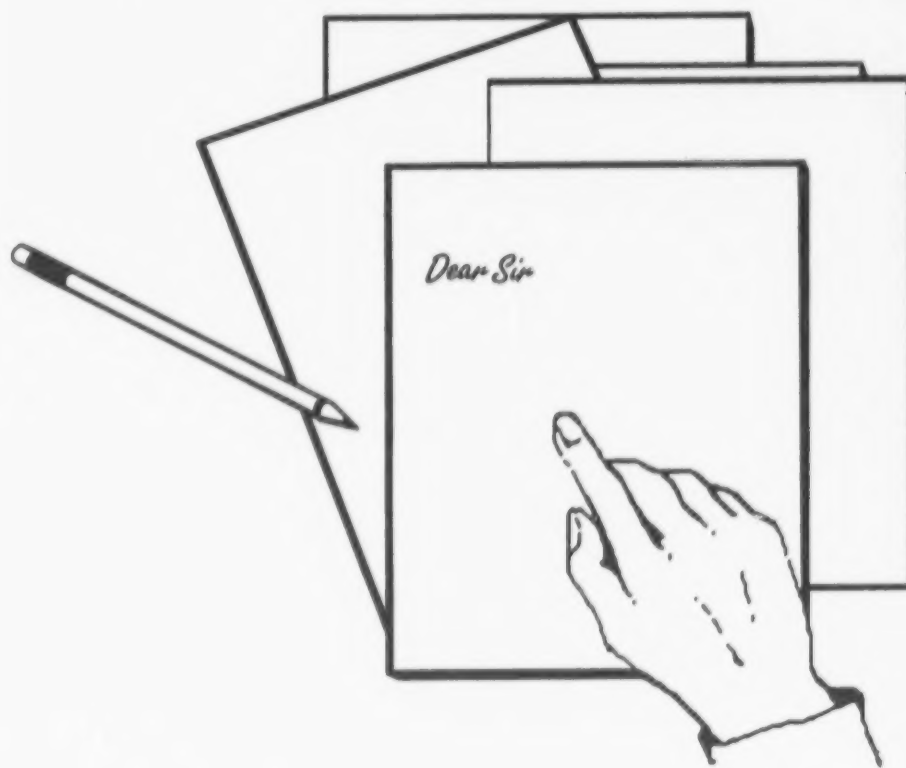
How many of these have you written?

Core Skills

C:2.2

Basic Skills Standards

C:9.1



A business letter is written for a specific purpose – for example, sending for a catalogue or brochure, making a complaint or applying for a job.

Remember ➔

- **be clear**
 - give all the relevant points and details
so plan it out carefully beforehand.
- **be concise**
 - keep to the point
so do not include unnecessary information.
- **be courteous**
 - write in a polite way and the recipient (the person you are writing to) will look favourably on your request.



Follow the layout of a letter given on the next page.

Core Skills

C:2-2

Basic Skills Standards

C:9-1

C:15-3



LAYOUT OF A FORMAL/BUSINESS LETTER

Use the **reference** given on a previous letter or delivery note.

Use your own **reference** where necessary.

Address of person or firm you are writing to, including department to ensure correct quick delivery.

Space your letter well using **paragraphs** and keep a **margin** all round the letter.

When you have completed your letter write your **signature** underneath **Yours sincerely, Yours faithfully**. Always **sign your name** even if the letter is typed.

A **telephone number** is useful if you wish to be contacted quickly.

Your **address**
Remember to put your **post code** here.

Date

Write name, if you know it. Otherwise **Dear Sir** or **Dear Madam** if writing to one person. Use **Dear Sir/Madam** if writing to a Company.

(091) 367123

Your ref: jw/67834

Our ref: MJ/KLT

Mr Williams
Packing Department
Bedibuy's Ltd.
York Road
Peterlee
SR1 4JQ

Dear Mr Williams

With reference to your delivery of continental quilts made on 12 March, we have checked the order thoroughly and find that there are 2 quilts missing. Could you look into this for us as soon as possible and let us know when we may receive the missing items.

I look forward to a reply by return of post if at all possible as we would like to sort this matter out quickly.

Yours sincerely

Mick Jones
Officer in Charge

Lane Ends Residential
Home
Five Lane Ends
Wakefield
WF1 3GH

13 March 1992

Remember to **print** (or type) your **name** and **title** under your signature.

If you started **Dear Sir** or **Dear Madam** you should end with **Yours faithfully**. If you have written to a named person eg. **Dear Mr Williams** then end with **Yours sincerely**.

Core Skills

C:2-2

Basic Skills Standards

C:9-1

C:15-2

USEFUL WORDS FOR LETTERS

Yours sincerely

Yours faithfully

with reference

I enclose a
copy of

I am
studying for GNVQ
level 2 in Health and
Caring

enquiries

I received

thank you for your letter

dated 13th March

I would like to request a copy of your catalogue

in reply to your letter

I apologise for the delay in replying to your letter



APPLYING FOR A JOB

You've seen this advert in the local paper.

Write a letter applying for the job.

SITUATIONS VACANT

MOTHERS HELP Required for busy family

2 school children
1 pre school
baby due October

Live in, own room with TV

Weekends off
Driver and non smoker preferred

Reply to:
PO BOX 145
Lincoln

- Turn to page 98
"What do you need to put in your letter?"
for help in planning it.

Core Skills

C:2-2

Basic Skills Standards

C:9-1



WRITING A LETTER

Write to one of the addresses on the next page to obtain information on one of the following:

- **Adoption**
- **Fostering**
- **Playgroups**

Look at the sheet of useful addresses on the next page. Select one and **write a letter** to that firm requesting **literature** for a project you are working on at College on:

- **Spinal injuries**

Core Skills

C:2-2

Basic Skills Standards

C:4-1

C:9-1

USEFUL ADDRESSES

National Association for Mental
Health (MIND),
22 Harley Street,
LONDON
W1

Spastics Society
12 Park Crescent
LONDON
W1

British Epilepsy Association
3 Alfred Place
LONDON
WC1

National Society for Autistic
Children
1a Golders Green Road,
LONDON
WC1

Family Planning Association
27-35 Mortimer Street
LONDON
W1N 7RJ

Disabled Living Foundation
308/384 Harrow Road,
LONDON
W9 2HU

Child Accident Prevention Trust
28 Portland Place
LONDON
W1N 4DE

Child Line
50 Studd Street
LONDON
N1 0QJ

LETTER WRITING

What do you need to put in your letter?

Name and Address of
the firm or the person
you are writing to

Your address and
postcode

A reference number
if there is one

The date

Dear Sir/Madam
Dear Mr Jones/Mrs Smith

Remember

Dear Sir/Madam – ends with Yours faithfully
Dear Mr Jones – ends with Yours sincerely

All the necessary
points for the letter
(planned out carefully
beforehand)

Your name (signed
and then printed
underneath)

Core Skills

C:2-4

Basic Skills Standards

C:4-1

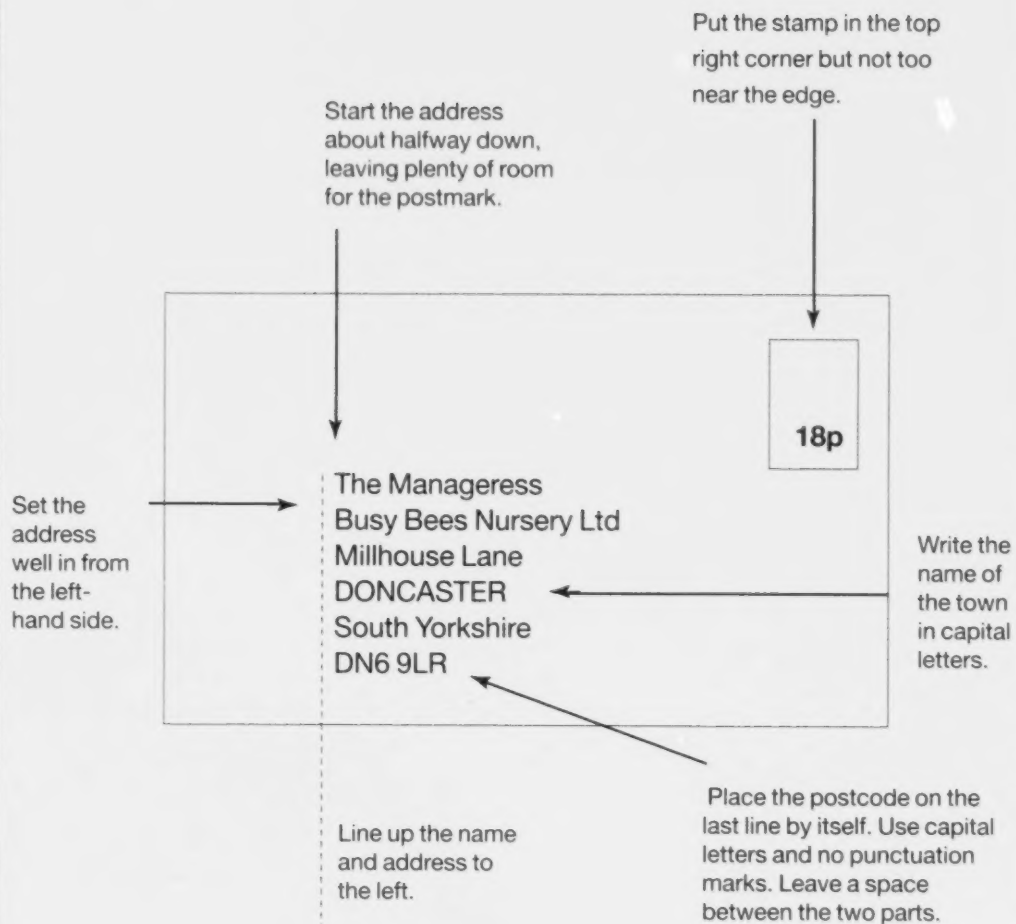
C:9-1

Remember →

- be clear
- be concise
- be courteous.



ADDRESSING AN ENVELOPE



Core Skills

C:2.2

Basic Skills Standards

C:6.2

C:9.1



ADDRESSING AN ENVELOPE

Address the envelopes below to the firm you have selected from the useful address sheet.

Write the address here:

A large rectangular box representing an envelope. In the top right corner, there is a smaller rectangular box labeled "18p", indicating the postage stamp area.

Core Skills

C:2-2

Basic Skills Standards

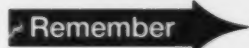
C:4-1



WRITING A MEMO (MEMORANDUM)

MEMORANDUM

To:	Ref:	Tel:
From:	Date:	
Subject:		



Remember

to follow these points:

- a memo is only used **inside** an organisation/firm
- a memo is used for communicating short pieces of information
- you don't need **Dear Mr Jones/Mrs Smith** or **Yours sincerely**
- a memo is normally brief but contains all the necessary information
- sign or initial the memo
- use the layout on the next page.

Core Skills

C:1-2

Basic Skills Standards

C:9.1



WRITING A MEMO (MEMORANDUM)

MEMORANDUM

To: T Elliot, Head Carer

Ref: MA/KLT **Tel:** Ext 431

From: D White,
Stores Manager

Date: 12 March 1993

Subject: Delivery of stores

The goods that you ordered were delivered to your playgroup today. Finding that there were no staff in the delivery bay the delivery men were forced to leave the goods in the corridor, this is not a satisfactory arrangement. Would you please make sure this is dealt with.

Imagine you are the Head Carer.

Send a memo back to the Stores Manager telling him you have dealt with the problem and the action you have taken.

MEMORANDUM

To:

Ref:

Tel:

From:

Date:

Subject:

Core Skills

C:1.2

C:1.4

Basic Skills Standards

C:9.1



GIVING INSTRUCTIONS

MEMORANDUM

To: F Smith, Unit Caring
Unit Manager

Ref: SJ/KLT **Tel:** 621846

From: S Jones,
Area Manager

Date: 12 March 1993

Subject: General Standard of playgroup equipment

It has been brought to my attention recently that playgroup equipment is in poor condition. Can you please look into this matter immediately and inform me of possible solutions to the problem.

Farida Smith, the Unit Manager, approaches you, to talk about this problem. You inform her it is due to a shortage of funds, although more equipment could be bought if cheaper items were purchased.

Having made a number of suggestions send a short memo to Susan Jones, Area Manager informing her of the possible variety of equipment if cheaper items are selected.

MEMORANDUM

To:

Ref:

Tel:

From:

Date:

Subject:

Core Skills

C:1.2

C:1.4

Basic Skills Standards

C:9.1



WRITING A CURRICULUM VITAE (CV)

Curriculum Vitae

Name

Address

Tel No.

Date of Birth

Education

Qualifications

Work Experience

Interests

References

Remember

to take note of these points:

- **Curriculum vitae (CV)** is Latin for 'the course of one's life'
- you are giving **details** of your **life** and **career** which are relevant to the **job** for which you are applying
- set the CV out **clearly** following the **layout** on the next page
- use **headings** and put **dates** in chronological order
- you should send a **handwritten letter** with your CV when applying for a job.

Core Skills

C:2-2

Basic Skills Standards

C:15-2



PLANNING A CURRICULUM VITAE (CV)

Curriculum Vitae

First names	Andrew James	Surname	Cooper
Home address	34 Newstead Avenue, Prestfield, Lancs PR2 5JS		
Telephone No	0772 251954		
Date of Birth	21.01.75	Age	17
Schools/Colleges attended	1986-1990	Middlethorpe High School	
	1990-1992	Prestfield College, Catering Sector	
Exams taken	1991	GCSE English grade D Maths grade D	
Exams to be taken	June 1992	NVQ Catering Level II	
Work Experience	1990-1991	Greenwood Hotel Green Road Chapelton	
Interests	Stanford Rugby League Club, member of school rugby team, swimming (gold medal, life saving), cinema, making furniture, played trumpet in school orchestra.		
References	Mr D Smithson, Headmaster Middlethorpe High School Stanford Road, Prestfield PR2 3DE Mr S West, Head of Catering Sector Prestfield College Prestfield, Lancs PR1 8TQ		

Remember

- Write a curriculum vitae on a separate sheet of paper to your letter.
- Use the headings given in the example and fill in your own details.
- Remember to give details of your interests both at school and at home.
- Write the information clearly and neatly so that it can be easily read.
- Ask someone to check your spelling if you are unsure.
- If possible type it or get it typed.
- Take photocopies so you have them ready in case you apply for more jobs.

Core Skills

C:2-2

Basic Skills Standards

C:15-2



PLANNING A CURRICULUM VITAE (CV)

Fill in your own details on the CV:

Curriculum Vitae

First names

Surname

Home address

Telephone No

Date of Birth

Age

Schools/Colleges
attended

Exams taken

Exams to be taken

Work Experience

Interests

References

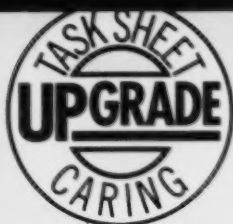
Core Skills

C:1-2

Basic Skills Standards

C:8

C:15-2



FORM FILLING

When might you need to fill in a form? – here are some suggestions:

- when joining a library
- when applying for a season ticket (rugby/football)
- when joining a night school class
- to get a doctor's prescription
- to join a Union
- to book a holiday
- to apply for insurance
- to tax a car
- to order materials for work
- to report an accident at work.

Have you filled in any other forms recently?

Some forms are simple and can be filled in fairly quickly.

Some are more complicated and need thinking about.

Remember 

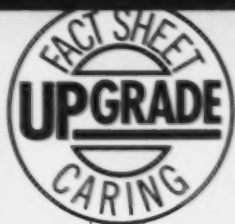
- Take your time and read through the form carefully.
- Search for information required eg. National Insurance number.
- Look up words you are not sure of in a dictionary or ask for help.
- Write it out in rough and ask someone to check it for you.
- Follow any instructions such as **PLEASE USE CAPITAL LETTERS.**

Core Skills

C:1-2

Basic Skills Standards

C:8



FORM FILLING

We need to fill in a variety of forms in our daily life.

Here are some examples:

To send for information

Send for our free brochure
Mr/Mrs/Miss.....
Address.....
.....
Quality and design is our trademark

To send a donation

I am pleased to enclose £.....
as a donation to the HELP CHILDREN
Please send me further information on
the HELP CHILDREN SOCIETY ☐
Name.....
Address.....
.....
HELP CHILDREN

To enter a competition

Win a holiday in Paris

Answer the following questions:

The Eiffel Tower is in Amsterdam ☐
Paris ☐
Madrid ☐

The Champs Elysées is a road ☐
a café ☐
a meal ☐

Complete this in less than 15 words:

I would love to go to Paris because:

.....
.....
Name.....
Address.....
.....

To send for free samples

For more information, please tick the
appropriate box and return the coupon
Brochure ☐
Pack (booklet & instruction leaflet) ☐
Free sample ☐
Name.....
Address.....
.....
Post code.....
Send to.....
.....

For membership of a society

I would like to become a member of the
British Bird Watchers Society
Name.....
Address.....
.....
I enclose a cheque for £ | |

To order something by post

Size	14	14½	15	15½	16	16½	17	17½

Please state colour.....

I enclose a cheque value £ made
payable to Classy Shirts of Northampton

Signature.....
Name.....
Address.....
.....

PLEASE USE CAPITAL LETTERS

To join a library

CENTRAL LIBRARY

Name.....
Address.....
.....
Age.....
Tickets required

Core Skills

C:1-2

Basic Skills Standards

C:3



FILLING IN AN ACCIDENT REPORT FORM

Select a task and fill in the accident form on the next page with the required information.

TASK 1

You are cleaning and tidying the storeroom when you disturb a rat which bites you. You have to go to the hospital to receive a tetanus injection. Fill in the accident report form with as much detail as you can.

TASK 2

You are in the kitchen boning out a side of bacon, your knife slips and you cut yourself quite seriously across the knuckles of your left hand and require hospital treatment. Fill in the accident report form with as much detail as you can.

TASK 3

A friend you are working with slips on a wet patch in the playgroup. She appears to be unconscious and is taken to the hospital to receive treatment at the casualty department. Fill in an accident form in as much detail as possible.

TASK 4

While using the deep fat fryer you have received, what appears to be, a serious burn on your face. You receive hospital treatment. Fill in the accident form in as much detail as possible.

Core Skills

C:3.2

Basic Skills Standards

C:9.1



FILLING IN AN ACCIDENT FORM

Fill in the accident form in response to one of the tasks on the previous page.

Accident report form

Name

Address

Core Skills

C:3-2

Basic Skills Standards

C:9-1



NOTE-TAKING

Objectives:

In this section you will learn:

- 4 different techniques which will help you when making or taking notes:
 1. **Abbreviations** (shortening words)
 2. **Using symbols** (standard ones or your own)
 3. **Leaving out unnecessary words** (taking down key words)
 4. **Using numbers and letters** (numbering or lettering points help you to order your notes).
- 2 ways of taking notes:
 1. **Linear notes**
 2. **Patterned notes.**
- Other points to consider when taking notes.

Benefits:

- You will save time
- You will be able to take down more information quicker
- Your work will be better organised and clearer
- You will have useful information for revision purposes.

Basic Skills Standards

C:12

C:13

C:16-2

C:17



NOTE-TAKING NOTE-MAKING

When might you do these:

At College

- **When** copying notes from the blackboard
 - **When** taking dictated notes
 - **When** making notes from textbooks
 - **When** reading manuals/textbooks
 - **When** using the library.
-

At Home

- **When** taking phone messages
 - **When** leaving messages
 - **When** writing lists (of things to buy)
 - **When** using a memory aid (Tel. Tom. Tues.)
 - **When** searching through the classified advertisements and comparing prices
 - **When** looking at timetables/magazines, newspapers.
-

At Work

- **When** taking telephone messages
- **When** making lists of clients names
- **When** making lists of new equipment/stock needed
- **When** looking through Social Care magazines etc.



THERE ARE 4 POINTS TO CONSIDER

1.

MAKE SURE you **understand** what you have to take **notes** about.

Ask your tutor if you are uncertain.

2.

MAKE SURE you get only the **mainpoints** of **information** down.

Don't write in full sentences. Just write down **key words/points**

3.

REMEMBER you will have your **own** way of taking notes.

No other person will have the same method. Only **YOU** need to be able to understand your notes.

4.

REMEMBER not to **cram** notes onto a page or they will be very difficult to understand.

SO – leave **spaces** between notes and leaves **lines** between each section or paragraph.

Basic Skills Standards

C:12

C:13

C:16.2

C:17



TECHNIQUES

There are FOUR different techniques which will help when taking or making notes.

- 1 **ABBREVIATIONS**
(or shortening words)
- 2 **USING SYMBOLS**
(standard ones or your own inventions)
- 3 **LEAVING OUT UNNECESSARY WORDS**
(taking down key words/points only)
- 4 **USING NUMBERS AND LETTERS**
(numbering or lettering points helps you to order your notes)

Core Skills

C:16-1

Basic Skills Standards

C:12

C:13

C:16-2

C:17



We will look at each of these techniques in turn and then practise them by doing exercises

ABBREVIATIONS

To **abbreviate** means to **reduce** or **cut short**.

tel  e h p n o e



There are some **standard abbreviations** which may have been seen or used already. Do you know what these mean?

approx.	eg.
ref. no	min.
intro.	equiv.
v.	tel. no
a.m.	p.m.

Look at this example: He will arrive in 5 mins. at approx. 8 p.m.
means
 He will arrive in 5 minutes at approximately
 8 in the evening.

Try these four sentences. **Abbreviate** the words in **bold** print. **Remember** to put a full stop after the abbreviation.

1. The **tree** was felled at **approximately six in the morning**.
2. My brother did **City and Guilds 324** course in **Caring for Children 0 to 7**.
3. The **introduction** to the **Saint Johns First Aid Manual** is **very interesting**.
4. I am doing a **National Vocational Qualification** in **Social Care**.

Basic Skills Standards

C:9-1

C:12

C:13

Answers on page 136 **119**



USING ABBREVIATIONS

There are many standard abbreviations which will be used on your course. It will help you if you are familiar with them and can use them easily. They will save you a great deal of time. Here is a list on suggested abbreviations which will help you to take notes quickly.

sch	school
phys	physical
intel	intellectual
info	information
act	activities
inc	including
ref	reference
dev	development
com	communication
lang	language
med	medicine
psych	psychology/psychological
soc	sociology/sociological
prob	problems
H G + D	Human Growth and Development
inf	infant
norm	normal/normally
ch	child/children
yr	year/years
vit	vitamins



Human Growth and Development

Write here:

121



College	W.D.C.	(Wakefield District College)
Name of course	BTEC 1st	(Business and Technicians Council First Diploma in Caring)
Topic studied	H.E.	(Home Economics)
	100°C	100 degrees centigrade

122

SYMBOLS

Some **mathematical symbols** are very useful in note-taking.

Do you know what the following mean?

$\therefore$		=	
$\therefore$		-	
+		÷	
%			

ARROWS can also be used:-

↑	-	increase
↓	-	decrease
→	-	up to, until

Try re-writing these sentences replacing words where possible with symbols:-

1. Because of winter weather outdoor play at nursery will decrease in January.
2. It will therefore start to increase in April.
3. Until fairly recently the majority of pre-school children spent all day with their mothers.
4. The percentage of children receiving immunization.
5. Ninety divided by three is equal to five multiplied by six.

1.
2.
3.
4.
5.

123

Answer on page 137

LEAVING OUT UNNECESSARY WORDS

It is possible to **reduce** a passage by **leaving out words** such as:-

and the to is which are as

but keep the **key words** and **phrases** which are **vital** to the meaning.

You can also use **dashes** to break up your sentence.

Example:-

Infant welfare clinics are provided by the area health authority. They are used to supervise pre-school children especially up until the age of one year old. They play an important role in preventative medicine, for example immunization is usually carried out there. The Health Visitor will be there to advise about feeding problems and vitamin drops will be available. Screening for handicaps takes place at the ages of six weeks, three months, six months nine months and twelve months. Thus many problems including hearing and visual problems made be identified and child health in the community can be promoted.

Look at this passage now with **unnecessary** words left out.

Inf. welfare clinics provides area health authority. Supervise pre-sch. ch. especially → 1 yr. Ply important role preventative med. eg. immunization. H.V. advice feeding, vit. drops available. Screening handicap 6 wks, 3 mths, 6 mths, 9 mths, 12 mths. Problems inc. hearing & visual. Promote ch. health community.



LEAVING OUT UNNECESSARY WORDS

Look at these short passages.

Try reducing them by leaving out any unnecessary words.

- 1 At present there is a feeling that foster homes are better for children who need care than putting them in children's homes.

- 2 Foster homes are the nearest substitute to normal family life, in which we want children reared. Many foster-children are able to feel secure, safe and happy with their foster parents.

- 3 If the child's parents are still visiting the child in his or her foster home, it can cause confusion. The child may be ill at ease with divided loyalties to two mothers.

- 4 The foster-mother who has brought up her own family successfully will not necessarily have an understanding of how a foster child feels when separated from his own family.

Basic Skills Standards

C:13

C:17



ASSIGNMENTS QUESTIONNAIRE

Do you sometimes guess what a question means?

Yes		No	
-----	--	----	--

Are you sometimes unsure of what is being asked?

Yes		No	
-----	--	----	--

Are some of the instruction words unfamiliar to you?

Yes		No	
-----	--	----	--

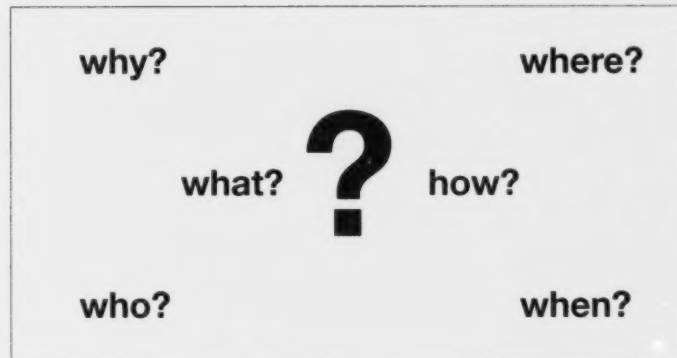
If you have answered **YES** to any of these questions then this section will help you.



Read on

ASKING FOR INFORMATION

When you are asking for information or being asked by someone else simple question words may be used:



You are then able to receive the information requested or reply to the question because the question word was easily understood.

Imagine the questions to these answers

Fill in the questions

Answers

? I'm going to London.

? I'll be back at 9.00 pm.

? Two weeks.

? I've got an interview.

? My friend, Sue

Answers: Where are you going? What time will you return? How long are you going for? Why are you going? Who are you going with?



ASKING FOR INFORMATION

When you are asked for information in assignments it is not quite as easy.

WHY?

- Sometimes, the questions are worded **differently**.
- Words which are **not familiar** to you may be used.
- Words which may seem **difficult** to understand are used.

WHAT HAPPENS?

- You may not understand the question.
- You don't know what information is wanted.
- You may lose marks if you fail to give the correct information even if you really know the answer.



Don't worry – this section will help you.



INSTRUCTION WORDS

In this section you will be given:

- common instruction words used in assignments
- a clear explanation of their meaning
- assignment questions with sample answers

Instruction words looked at in this section are:

- list
- state
- draw a diagram
- select
- describe the procedure
- briefly explain
- enumerate
- determine

Each instruction word will be explained separately with a definition, a sample question and a sample answer.

LIST

List – write the information requested in the form of a list. Firstly, look carefully at the questions and note how many things you are asked to list and what the list is about.

Question:

- **List 5** health problems caused by smoking
- **List 5** health problems caused by obesity

Answer:

Smoking	Obesity
Lung Cancer	Heart Disease
Bronchitis	High Blood Pressure
Heart Disease	Diabetes
Stomach Ulcers	Breathlessness
Miscarriage	Varicose Veins



The question asks for **5** of each sort – **do not** list more. You won't get extra marks!



STATE

State – if you are asked to state something you must give the facts relevant to the question. Keep your answer to the point and do not give a lot of description.

Question:

- **State** a suitable method of losing weight and give reasons for your choice.

Answer:

A low calorie diet which gives gradual weight loss.

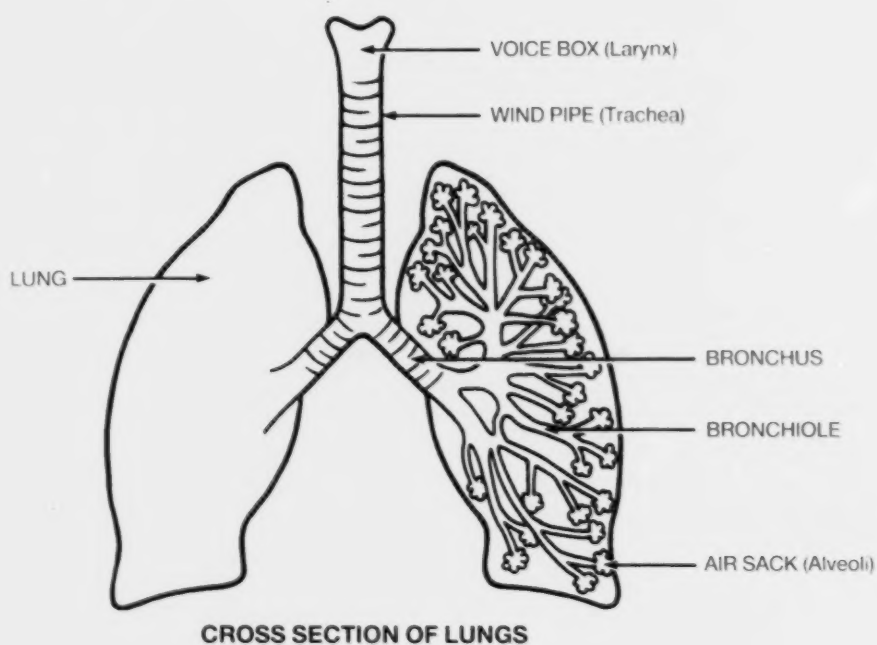
This is most likely to result in the formation of better eating habits and the maintenance of the new lower weight.

Draw – produce a simple line drawing, labelled if necessary.

Question:

- **Draw a cross section** through the lungs, naming the various parts.

Answer:



Select – means to pick out the best or the most suitable from the list given.

Question:

- **Select** from the following dishes, three that would be suitable for each of the following

- a) someone trying to loose weight
- b) someone who will be doing heavy manual work

Dishes

Grilled fish
Mixed salad
Steak and kidney pie
Chips and peas
Rice pudding
Fresh fruit

- Give reasons for your choices

Answer:

- a) Grilled fish
Mixed salad
Fruit
- b) Steak and kidney pie
Peas and chips
Rice pudding



DESCRIBE THE PROCEDURE

Describe the procedure – means describe each stage in order ... it could be a short summary of instructions.

Question:

- Describe the procedure bathing a baby

Answer:

Procedure

1. Gather all the equipment and clean clothing which you will need.
2. Fill the bath and check the water temperature.
3. Take off the baby's clothes but not the nappy.
4. Wrap the baby in a towel.
5. Clean the baby's face with damp cotton wool.
6. Shampoo and rinse the hair or head.
7. Remove the nappy and clean the nappy area with cotton wool which you must dispose of safely.
8. Lay the baby on your lap and lather with soap (Hold on tight it will be slippery).
9. Gently lower the baby into the bath and rinse.
10. Dry thoroughly.
11. Powder the body but not the nappy area.
12. Apply barrier cream to the nappy area.
13. Put on a clean nappy.
14. Dress in clean clothes.



BRIEFLY EXPLAIN

Briefly explain – if you are asked to briefly explain it means that you have to give all the relevant facts but as briefly as possible.

Question:

- **Briefly explain** how you could stimulate good language development in a three year old.

Answer:

The best way to encourage a child to talk to you is to spend time with them and take an interest in what they say to you.

If they make mistakes never criticise them but repeat what they have said correctly and in an encouraging voice.

Children will talk more if they have plenty to talk about so give them stimulating toys, take them to interesting places and let them do jobs with you as much as you can.



ENUMERATE

Enumerate – if you are asked to enumerate points you should specify and list them. You could number them in the margin.

Question:

- **Enumerate the chief points** to look for to identify a fracture.

Answer:

1. Misshapen limb.
2. Pain.
3. The patient does not want to move the limb.
4. The patient or another may have heard the bone snap.
5. An open fracture will have bone showing through.



DETERMINE

Determine – if you are asked to determine something you are being asked to work it out. What is important is that you present a reasoned argument.

Question:

- **Determine the causes** of the increase in the number of people suffering from heart disease in modern Britain.

Over the last fifty years there has been an increase in the number of cigarettes smoked and a reduction in the amount of physical exercise taken by the average person. Medical evidence shows that cigarette smoking is closely linked to heart disease and that regular exercise improves the health and efficiency of the heart. It is therefore not surprising that the number of people suffering from heart disease has increased.



OTHER INSTRUCTION WORDS NOT DEALT WITH IN THIS PACK

outline	-	briefly give all the main points
compare/contrast	-	show any similarities or any differences between the 2 named items
define	-	give an exact explanation
explain why	-	give reason for
describe	-	give a full account of what is being asked in the question

Add any others as you meet them:

.....	-	
.....	-	
.....	-	
.....	-	
.....	-	
.....	-	



ORGANISING YOURSELF & YOUR RESOURCES

Organisation of any task is essential.

You need to prepare well in advance.

Think of a task you will soon have to do:

Think about what resources you will need to do this particular task and tick them off in this box.

	Yes	No
reference books		
text books		
video		
practical materials		
equipment		
computer programmes		
word processing		
help/advice from a supervisor/tutor		
support from group team work		

Now think about another task you will have to do and plan all the resources you will need (are there any others not listed above?)

Answer:



STUDY SKILLS ANSWER SHEET 1

Abbreviations

approx.	approximately	eg.	for example
ref. no	reference number	min.	minute
intro.	introduction	equiv.	equivalent
v.	very	tel. no	telephone number
a.m.	ante meridian	p.m.	post meridian

- 1 The tr. was felled at approx 6 a.m.
- 2 My brother did C. & G. 324 course in Car. for Child.
- 3 The intro. to the St. Johns 1st Aid Man. is v. intestg.
4. I am doing an NVQ in Soc. Care.



STUDY SKILLS ANSWER SHEET 2

Symbols

$\therefore$ therefore
 $\because$ because
 $+$ plus

$=$ equal
 $-$ minus
 $\div$ divided by

- 1 $\therefore$ of winter weather outdoor play at nursery will $\downarrow$ in January
- 2 It will $\therefore$ start to $\uparrow$ in April
- 3 $\rightarrow$ fairly recently the majority of pre-school children spent all day with their mothers.
- 4 The % of children receiving immunization
- 5 $90 \div 3$ is $=5 \times 6$



ACCIDENT REPORT FORM

1 DATE, TIME AND LOCATION OF ACCIDENT

4.11.92 / 10.15 am / Hard outdoor play area.

2 INJURIES SUSTAINED

a) **CHILD** Slight burns to back of neck.

b) **STAFF**

3 NAME, AGE AND ADDRESS OF THOSE SUSTAINING INJURY

Andrew Cooper, 3 years, 9 Green Close, Rington.

4 NAME AND ADDRESS OF ANY WITNESS TO THE ACCIDENT

Wendy Smith, 52 Upland Crescent, Rington.

5 BRIEF DESCRIPTION OF HOW THE ACCIDENT OCCURRED

An unknown boy of about 15 threw a lighted firework over the nursery fence and it touched Andrew's neck before going off in an empty part of the play area.

6 SUMMARY OF FIRST AID RENDERED/ACTION TAKEN

Andrew's neck was held under cold running water for a few minutes. There was no blistering. A cold compress was applied for 10 minutes after which he returned to play with only a small red mark on his neck. The nursery manager, local police and the headmistress of the secondary school were informed.



SELF-ASSESSMENT QUESTIONNAIRE

Writing

Please tick a box.

I know how to use different styles of writing to suit different purposes

Please tick

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

I feel confident about using punctuation

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

I feel confident about using grammar

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

I know how to write sentences

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

I know how to use a dictionary

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

I know how to improve my spelling

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

I know how to increase my vocabulary

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

I feel confident writing about myself

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

I feel confident writing letters

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

memos

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

CVs

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

forms

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

accident reports

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

order/requisition forms

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

I require further work on

.....

.....

.....



If you have answered NO to any of these questions then read through the section again or ask a tutor to help you.

COMMUNICATION
WITHOUT WORDS





USING GRAPHICS TO COMMUNICATE

Why are graphics so effective?

Graphics are used to give information in terms of **pictures, symbols or charts**. They can often present information more **clearly** and **quickly** than by writing alone.

- Compare these two examples of the same information presented in different ways. Which would you rather study?

Written

More elderly people entered Private residential homes in this district last year than for many years. Of those who came into care 20% had come from their own homes, 10% had come from the home of a relative, 15% had come from hospital, 20% had been discharged from psychiatric care, 20% had come from Local Authority accommodation and the remainder had been transferred from Private Homes out of the district.

Table

Private Residential Admissions

Own Homes	20%
Relative's Home	10%
Hospital	15%
Psychiatric Care	20%
Local Authority Care	20%
Other Private Homes	15%

Remember

Graphics get the message across with **few words or no words at all.**

Core Skills

N:1-3

Basic Skills Standards

N:7-1

Apart from tables we can also use **charts** to present information.

There are different kinds.

Pie Chart

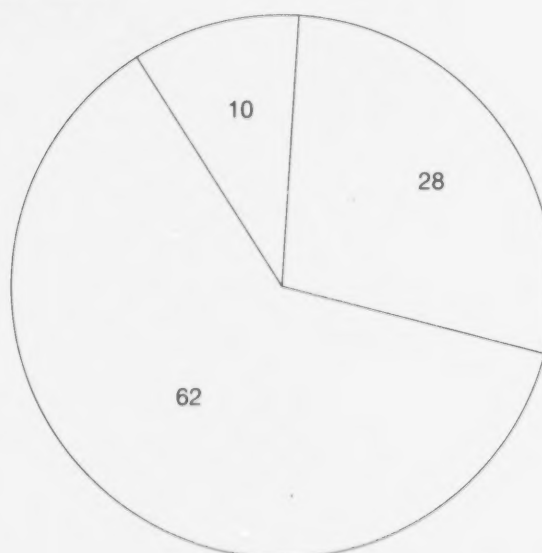
Each piece of information is shown as a section of the circle, like a piece of pie. The area taken up by each section is worked out as a percentage of the circle.

Look at this information:

100 parents, who did not use child care, were asked why. This is how they answered:

No places	10%
Too expensive	28%
Prefer family to care for children	62%

Presented in a Pie Chart



(the area of the circle represents the total figure involved and each slice gives an approximate idea of distributions)

Remember

Charts & graphs can be produced easily using computer packages.

Core Skills

N:1-3

C:1-3

Basic Skills Standards

N:13-1

N:13-2

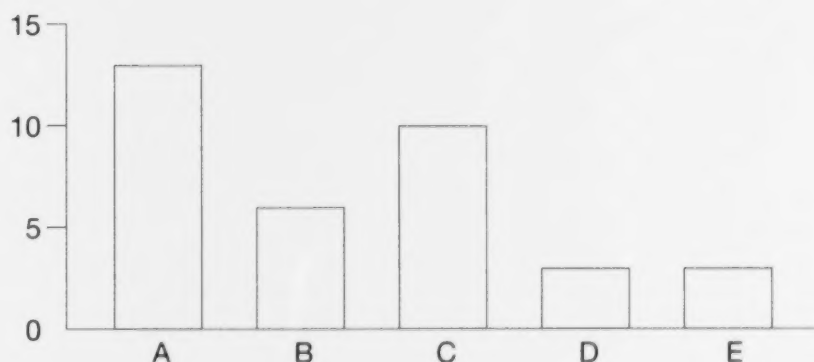
Bar Chart

Each piece of information is shown as a column or bar. The length of the bar varies according to the figure it represents.

Look at this information which was gathered by a group of students:

Age groups of children using child care	
Birth to two years	13
Three to four years	6
Five to eight years	10
Nine to twelve years	3
Thirteen to sixteen years	3

Presented in a bar chart:



KEY

- A Children between birth and two years
- B Children aged three to four years
- C Children aged five to eight years
- D Children aged nine to twelve years
- E Children aged thirteen to sixteen years

Core Skills

C:1.3

N:1.3

Basic Skills Standards

N:13.1

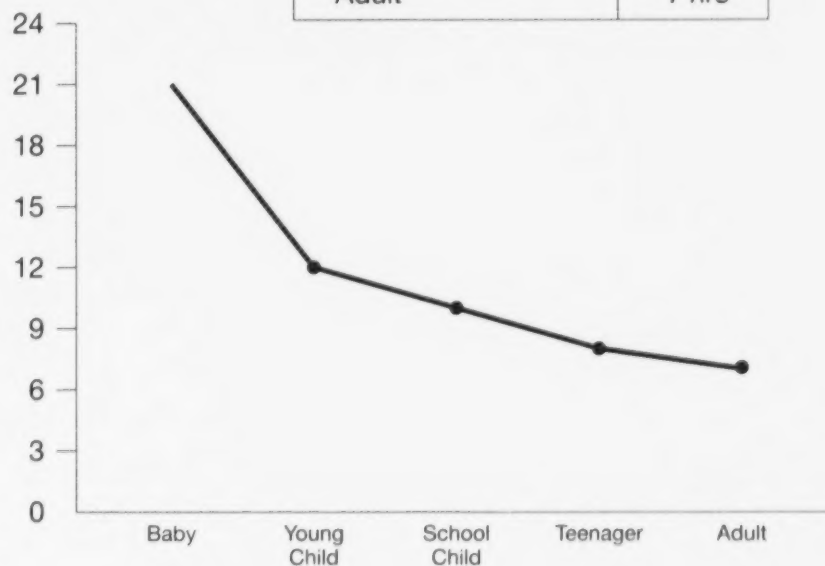
N:13.2

Line Graphs

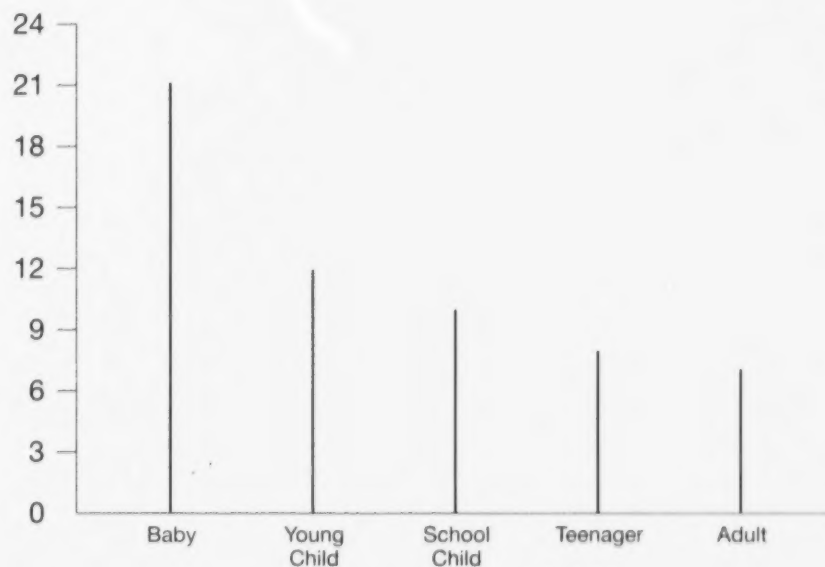
Line graphs are useful for showing how one piece of information relates to another, for example, progression (rise or fall) over a period of time.

Look at this information:

Suggested sleep requirements	
Age Group	Sleep
Young baby	21 hrs
Young child	12 hrs
Junior school child	10 hrs
Teenager	8 hrs
Adult	7 hrs



Or



Core Skills

C:1.3

N:1.3

Basic Skills Standards

N:13.1

N:13.2



CHARTS & GRAPHS

Areas where most men die from heart disease in the United Kingdom

- Present the information in a chart or graph.

In North West England deaths from heart disease for men were 31% above the U.K. average. There is a sharp drop after this to Scotland at 15% above average and Northern England at 10% above.

Wales and Yorkshire are equal with 6% over. From then onwards the areas are average or better than average.

Graph/chart

A large, empty rectangular box intended for the student to draw a graph or chart based on the provided data.

Core Skills

C:3.3

N:1.3

Basic Skills Standards

N:19.3

Fatal and serious road accidents in Great Britain

Region	No. of accidents per 1000
Scotland	19.9
Wales	less than 15
Devon/Cornwall	19.9
Greater London	30+
Southern England	29.9
Northern England	24.9

- Show these figures in a graph.

Core Skills

C:3-3

N:1-3

Basic Skills Standards

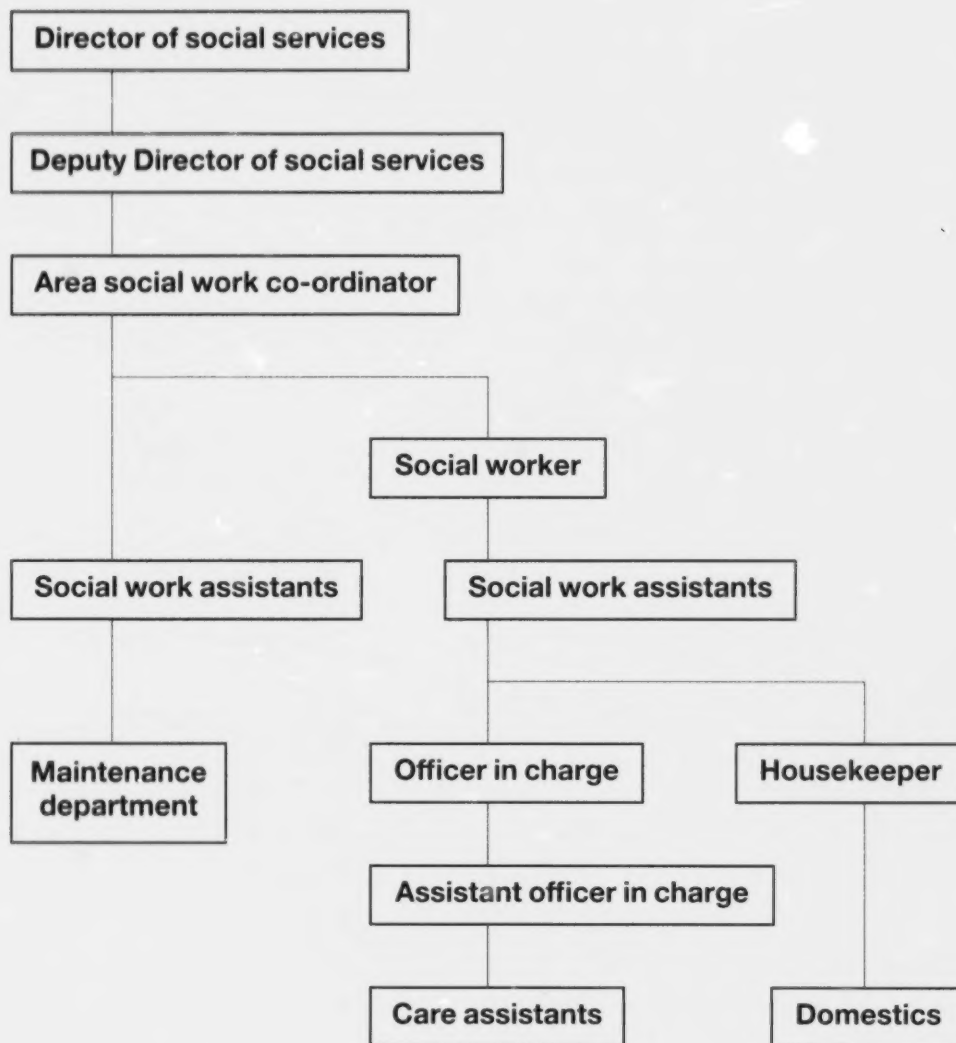
N:13-4

N:19-3

CHARTS/GRAPHS

A chart is useful to show the **structure** or **organisation** of an institution.

This is just one part of an organisation and structure.



SIGNS & SYMBOLS

Why are they so useful?

- they attract peoples attention
- they need few words to get their message across
- they are international (people of most languages can understand them)
- they are clear.



Damen

(German)

Herren

Femmes

(French)

Hommes

ΓΥΝΑΙΚΩΝ

(Greek)

ΑΝΔΡΩΝ

Damer

(Danish)

Herrer

Señoras

(Spanish)

Caballeros

You might not be able to read these languages but we all recognise the symbols – there would be problems in this case if we didn't.

Core Skills

C:1.3

C:1.4

Basic Skills Standards

C:2.1

BODY LANGUAGE

When we communicate we use the **whole body** not just **speech**. We often reveal our true feelings in the way our body responds to the other person or people.

We may slump in a chair when bored.

We may stand/move further away from someone we don't like or move closer to someone we do.

We may tap our foot up and down if bored.

We may avoid looking directly at someone (eg. your supervisor) if we've done something wrong.

We may wave our hands about a lot to get our point over.

We may fold our arms tightly across the chest (or cross our legs tightly if sitting) if we feel unsure of ourselves or are on the defensive.

These are just some of the signals our body sends out which reveal our true feelings.

Do you recognise yourself in any of these?

So →

By observing the person you are talking to you can tell how they really feel about what you are saying and whether they are interested in what you are saying.

Remember →

- Communicate confidently.
- Think – which message am I giving out?
- Stand or sit upright, walk tall.
- Look the person in the eye.
- Watch your hand movements.
- Have the most suitable expression on your face.

Core Skills

C:1-1

Basic Skills Standards

C:5

C:10

C:11



SELF-ASSESSMENT QUESTIONNAIRE

Communication without words

Please tick

I understand the value of signs and symbols

Yes	No	
-----	----	--

I can present information clearly using

pie charts

Yes	No	
-----	----	--

bar charts

Yes	No	
-----	----	--

line graphs

Yes	No	
-----	----	--

flow charts

Yes	No	
-----	----	--

posters

Yes	No	
-----	----	--

I understand the importance of body language

Yes	No	
-----	----	--

I require further work on



If you have answered NO to any of these questions then read through the section again or ask a tutor to help you.

APPLICATION
OF NUMBER



USING NUMBERS

How Many?

Numbers play a huge part in our lives.

- Do you know all of these?

How many players in a rugby league team?	
How many sides has an octagon?	
How many millimetres in a centimetre?	
How many years is a Golden Wedding Anniversary?	
How many pints in a gallon?	
How many points for a try (rugby)?	
What do the angles of a triangle add up to?	
How many days in a year?	
How many musicians in a quintet?	
How many square yards in an acre?	
How many yards in a mile?	
How many yards in a cricket pitch?	
How many years in a quarter century?	
How many squares on a chessboard?	
How many minutes in a football match?	
How many days has November?	
How many players in a rugby union team?	
How many players in a hockey team?	
What is the speed limit on a motorway?	
How many events in a decathlon?	



WHEN DO YOU USE NUMBER SKILLS IN EVERYDAY LIFE?

Money –
buying, saving etc.
borrowing,
writing cheques,
settling bills

Card games

Using a calculator

Football pools

cooking

Playing darts

driving a car

Using a credit card
ACCESS, VISA etc.

clocks
digital clocks (24 hour)

setting videos

Adding VAT to prices

buying goods in a sale

filling a car with petrol (litres)

checking temperature
(child, oven, greenhouse)

Working out measurements for
curtains, carpets and floor coverings,
wallpaper etc.

comparing prices in a
shop/supermarket

Mileage

budgeting

Working out 10% service charge

Tickets 2 for the price of 1

cooking (quantities)

organising a trip out – 10% off
for 10 bookings

Think about when you have used **number skills** today:



IMPROVE YOUR CONCENTRATION

Look at these series of numbers.

Read one line to yourself.
Then close your eyes and repeat the numbers.

How long a series can you hold in your mind?

2 6 1 9 3

5 8 7 2 5 1

1 6 3 8 8 0 2

7 4 8 0 4 3 6 1

3 5 7 4 8 1 2 3 6

1 2 5 1 9 7 5 2 8 1 1 8 7 6

It helps if you can make an association – make it real for you
for example in the last series of numbers –
someone's birthday may be 12.5.1975.
Your door number may be 28 etc.

Practise each day.
Your concentration span will improve.

When is it used?

- timetables, army, railway stations, airports

Why is it used?

- to avoid confusion between time **am** and time **pm**

Time to midday is written as normal but a 0 is put in front so
8 am becomes 08.00

this happens only up to:	9 am	–	09.00
then	10 am	–	10.00
	11 am	–	11.00
	12 noon	–	12.00

continue counting from here	1 pm	–	13.00
	2 pm	–	14.00
	3 pm	–	15.00

(an easy way to do it is to add 12 to this number so 4 + 12 = 16)

	4 pm	–	16.00
--	------	---	--------------

When we use these times in speech we say:–

- The next plane for Majorca leaves at **fifteen hundred** hours.
- The train for Edinburgh leaves at **seventeen hundred** hours.



Add minutes in the normal way – 14.05 (5 past 2)

Add minutes in the normal way – 19.15 (¼ past 7)

Core Skills

N:1.2

Basic Skills Standards

N:2.4

N:5.1

N:5.2



24 HOUR CLOCK

Study these examples then do the tasks:

1.30 pm	=	13.30
4.10 pm	=	16.10
9.05 pm	=	21.05
12.15 am	=	00.15

Write out these using the 24 hour clock:

10.45 am	=
12.35 pm	=
1.50 pm	=
3.20 pm	=
5.16 pm	=
6.05 pm	=
8.29 pm	=
10.01 pm	=
12.00 midnight	=
12.30 am	=

Convert back from the 24 hour clock:

18.15	=
13.05	=
22.05	=
00.07	=
16.50	=
14.45	=
20.55	=
15.02	=
23.50	=
17.10	=

Core Skills

N:1-2

Basic Skills Standards

N:2-4

N:5-1

N:5-2

- **Simple addition**

Add the units together, then the tens.

Look at these examples:

tens	units	t	u	t	u	t	u	t	u
1	6	2	5	4	4	3	6	5	2
+2	2	+3	4	+5	2	+4	3	+3	7
<u>3</u>	<u>8</u>	<u>5</u>	<u>9</u>	<u>9</u>	<u>6</u>	<u>7</u>	<u>9</u>	<u>8</u>	<u>9</u>

- **What if the units add up to 10 or more?**

We then carry 1 ten over to the tens column and leave the units in the unit column.

eg

$$\begin{array}{r} 29 \\ +53 \\ \hline 82 \\ 1 \end{array}$$

Units $9 + 3 = 12$ (1 ten, 2 units)
carry 1 ten over.
Remember to add it in.

More examples:

6 5	5 7	4 8	3 8
+2 8	+1 4	+3 6	+2 7
<u>9</u> 3	<u>7</u> 1	<u>8</u> 4	<u>6</u> 5
1	1	1	1

2 9	1 8	3 7	4 6	6 5
+3 6	+1 9	+1 4	+2 6	+1 5
<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

 **The tens carry over in the same way into the hundreds:**

eg

$$\begin{array}{r} 82 \\ +35 \\ \hline 117 \end{array}$$

Carry the 1 over into the hundreds leave the 1 ten behind

7 8	9 9	8 5	6 4	4 9
+4 2	+1 0	+2 6	+5 3	+5 7
<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

- Simple subtraction

Look at this example:

tens units

$$\begin{array}{r} 25 \\ -13 \\ \hline 12 \end{array}$$

3 from 5 is 2

1 from 2 is 1

Check your answer by adding 12 to 13 = 25

$$\begin{array}{r} 59 \\ -37 \\ \hline \end{array}$$

$$\begin{array}{r} 88 \\ -45 \\ \hline \end{array}$$

$$\begin{array}{r} 67 \\ -24 \\ \hline \end{array}$$

$$\begin{array}{r} 76 \\ -52 \\ \hline \end{array}$$

$$\begin{array}{r} 99 \\ -73 \\ \hline \end{array}$$

- What happens if the unit you are taking away is greater than the unit you are taking it from?

eg $\begin{array}{r} 58 \\ -28 \\ \hline 30 \end{array}$

8 is greater than 5

(65 is 6 tens & 5 units
28 is 2 tens & 8 units)

We borrow 10 from 60 (1 ten from 6 tens = 5 tens)
65 becomes 50 and 15

By adding one ten to 5 units we have 15

$$15 - 8 = 7$$

$$5 - 2 = 3 \quad \text{Answer} = 37$$

$$\begin{array}{r} 53 \\ -16 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ -35 \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ -27 \\ \hline \end{array}$$

$$\begin{array}{r} 28 \\ -19 \\ \hline \end{array}$$

$$\begin{array}{r} 92 \\ -68 \\ \hline \end{array}$$

FUN WITH NUMBERS

Addition

MAGIC SQUARE

18	22	1	10	14
21	5	9	13	17
4	8	12	16	25
7	11	20	24	3
15	19	23	2	6

The magic square is made up of 25 numbers.

Any row of figures added together – across, down, up or diagonally will always add up to 65.

CHECK IT OUT

Across	18 +	22 +	1 +	10 +	14 =
Down	22 +	5 +	8 +	11 +	19 =
Up	23 +	20 +	12 +	9 +	1 =
Diagonally	6 +	24 +	12 +	5 +	18 =

MULTIPLICATION TABLES

	2x table	3x table	4x table	5x table	6x table	7x table	8x table	9x table	10x table
1	2	3	4	5	6	7	8	9	10
2	4	6	8	10	12	14	16	18	20
3	6	9	12	15	18	21	24	27	30
4	8	12	16	20	24	28	32	36	40
5	10	15	20	25	30	35	40	45	50
6	12	18	24	30	36	42	48	54	60
7	14	21	28	35	42	49	56	63	70
8	16	24	32	40	48	56	64	72	80
9	18	27	36	45	54	63	72	81	90
10	20	30	40	50	60	70	80	90	100

How to use the table

Find the number along the top line and the number required down the left side. Move your finger across until it comes to the column which has the top line number in it eg:- $6 \times 5 = 30$

• Practise using the table:

- | | | | |
|---|----------------|----|-----------------|
| 1 | $9 \times 7 =$ | 6 | $6 \times 7 =$ |
| 2 | $7 \times 5 =$ | 7 | $5 \times 4 =$ |
| 3 | $8 \times 6 =$ | 8 | $7 \times 8 =$ |
| 4 | $5 \times 9 =$ | 9 | $8 \times 10 =$ |
| 5 | $9 \times 9 =$ | 10 | $6 \times 9 =$ |

20 is 10×2 or 2×10 or 4×5 or 5×4

72 is $\_\_ \times \_\_$ or $\_\_ \times \_\_$

54 is $\_\_ \times \_\_$ or $\_\_ \times \_\_$

40 is $\_\_ \times \_\_$ or $\_\_ \times \_\_$ or $\_\_ \times \_\_$ or $\_\_ \times \_\_$

30 is $\_\_ \times \_\_$ or $\_\_ \times \_\_$ or $\_\_ \times \_\_$ or $\_\_ \times \_\_$

MULTIPLICATION

Use the multiplication table when multiplying by up to 10.

This is how you multiply by **more** than 10.

Example Let's multiply 13 by 12

$$\begin{array}{r} 13 \\ \times 12 \\ \hline 26 \\ 130 \\ \hline 156 \end{array}$$

First multiply $13 \times 2 = 26$

Add 0 and then multiply $13 \times 1 = 13$

Add both answers together

Look at one
more example:

$$\begin{array}{r} 72 \\ \times 13 \\ \hline 216 \\ 720 \\ \hline 936 \end{array}$$

$$\begin{array}{r} 72 \\ \times 13 \\ \hline 216 \end{array}$$

$$\begin{array}{r} 72 \\ \times 13 \\ \hline \end{array}$$

$$\begin{array}{r} 216 \\ 720 \\ + 720 \\ \hline 936 \end{array}$$

$$\begin{array}{r} 63 \\ \times 14 \\ \hline \end{array}$$

$$\begin{array}{r} 48 \\ \times 18 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ \times 16 \\ \hline \end{array}$$

$$\begin{array}{r} 52 \\ \times 15 \\ \hline \end{array}$$

$$\begin{array}{r} 79 \\ \times 21 \\ \hline \end{array}$$

What do you do when multiplying by more than 100?

Follow the same procedure as above.

Look at this example:

$$\begin{array}{r} 241 \\ \times 112 \\ \hline 482 \\ 2410 \\ 24100 \\ \hline 26992 \end{array}$$

First multiply $241 \times 2 = 482$

Add 0 and then multiply $241 \times 1 = 241$

Add 00 and then multiply $241 \times 1 = 241$

Add the three answers together

Have a go at these:

$$\begin{array}{r} 362 \\ \times 125 \\ \hline \end{array}$$

$$\begin{array}{r} 263 \\ \times 134 \\ \hline \end{array}$$

$$\begin{array}{r} 454 \\ \times 216 \\ \hline \end{array}$$

$$\begin{array}{r} 537 \\ \times 342 \\ \hline \end{array}$$

$$\begin{array}{r} 165 \\ \times 423 \\ \hline \end{array}$$

Multiplication

If you multiply **37** by 3, 6, 9, 12 and any multiple of 3 up to 27 all the figures of each answer/sum will be the same and will run in a series.

Look at these examples:

$$\begin{array}{r} 37 \\ \times 3 \\ \hline 111 \end{array}$$

$$\begin{array}{r} 37 \\ \times 6 \\ \hline 222 \end{array}$$

$$\begin{array}{r} 37 \\ \times 9 \\ \hline 333 \end{array}$$

$$\begin{array}{r} 37 \\ \times 12 \\ \hline 444 \end{array}$$

$$\begin{array}{r} 37 \\ \times 15 \\ \hline 555 \end{array}$$

Carry on up to 27

$$\begin{array}{r} 37 \\ \times 18 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ \times 21 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ \times 24 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ \times 27 \\ \hline \end{array}$$



Check your answers

Note: the figures forming each answer when added up themselves will give you the number you multiplied by eg:

$$111 \quad 1 + 1 + 1 = 3$$

$$222 \quad 2 + 2 + 2 = 6$$

$$333 \quad \_ + \_ + \_ =$$

$$444 \quad \_ + \_ + \_ =$$

$$555 \quad \_ + \_ + \_ =$$

$$666 \quad \_ + \_ + \_ =$$



NUMBER MAGIC

$$\begin{aligned}1 \times 9 + 2 &= 11 \\12 \times 9 + 3 &= 111 \\123 \times 9 + 4 &= 1111 \\1234 \times 9 + 5 &= 11111 \\12345 \times 9 + 6 &= 111111 \\123456 \times 9 + 7 &= 1111111 \\1234567 \times 9 + 8 &= 11111111 \\12345678 \times 9 + 9 &= 111111111\end{aligned}$$

What's the next line? Check it out yourself

Answer:

$$\begin{aligned}153846 \times 13 &= 1999998 \\230769 \times 13 &= 2999997 \\307692 \times 13 &= 3999996 \\384615 \times 13 &= 4999995 \\461538 \times 13 &= 5999994 \\538461 \times 13 &= 6999993 \\615384 \times 13 &= 7999992 \\692307 \times 13 &= 8999991\end{aligned}$$

Can you find the next number?

Answer:

JOKE! Rabbits can multiply but only a snake can be an adder!

Example of long division

We're going to divide 286 by 13:

$$13 \overline{) 286}$$

How many 13s are there in 286?
You could have a guess

or you could do it this way:-

$$13 \overline{) 286}$$

13 into 2 won't go

$$\begin{array}{r} 2 \\ 13 \overline{) 286} \\ 26 \\ \hline 26 \end{array}$$

so we try 13 into 28
we know $2 \times 13 = 26$. Then take 26 from 28
and that leaves 2
bring down the 6

$$\begin{array}{r} 22 \\ 13 \overline{) 286} \\ 26 \\ \hline 26 \end{array}$$

13 into 26 goes 2 with none remaining

Answer: $286 \div 13 = 22$

● **Have a go at these:**

1. $14 \overline{) 168}$

2. $15 \overline{) 405}$

3. $11 \overline{) 242}$

4. $16 \overline{) 624}$

5. $13 \overline{) 429}$



FRACTIONS & DECIMALS

Fractions
Parts of a whole

Decimals
Number shown in tenths

$$\frac{1}{10}$$

0.1

$$\frac{1}{100}$$

0.01

$$\frac{1}{1000}$$

0.001

$$\frac{1}{4}$$

0.25

$$\frac{1}{2}$$

0.50

$$\frac{3}{4}$$

0.75

$$\frac{1}{8}$$

0.125

$$\frac{1}{16}$$

0.062

$$\frac{1}{32}$$

0.031

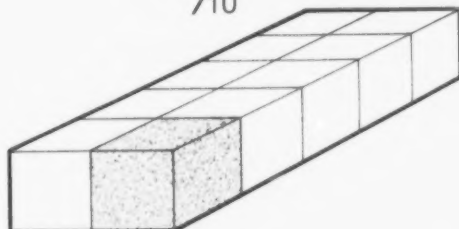
$$\frac{1}{3}$$

0.333

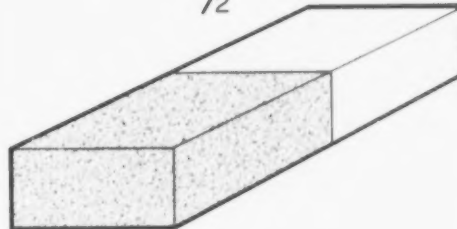
$$\frac{2}{3}$$

0.666

$$\frac{1}{10}$$



$$\frac{1}{2}$$



Core Skills

N:1-2

Basic Skills Standards

N:14-1

N:15-2



A quantity of 200 cups were purchased for a residential home.

- a) $\frac{1}{2}$ of this quantity would be required for the main dining room.
How many cups would that be?

Answer:

Now convert your answer to decimals: $\frac{1}{2} =$

- b) Of the remainder $\frac{1}{4}$ is required for the staff room.
How many cups would that be?

Answer:

Now convert your answer to decimals: $\frac{1}{4} =$

- c) Of the remainder $\frac{2}{5}$ are kept in storage.
How many cups would that be?

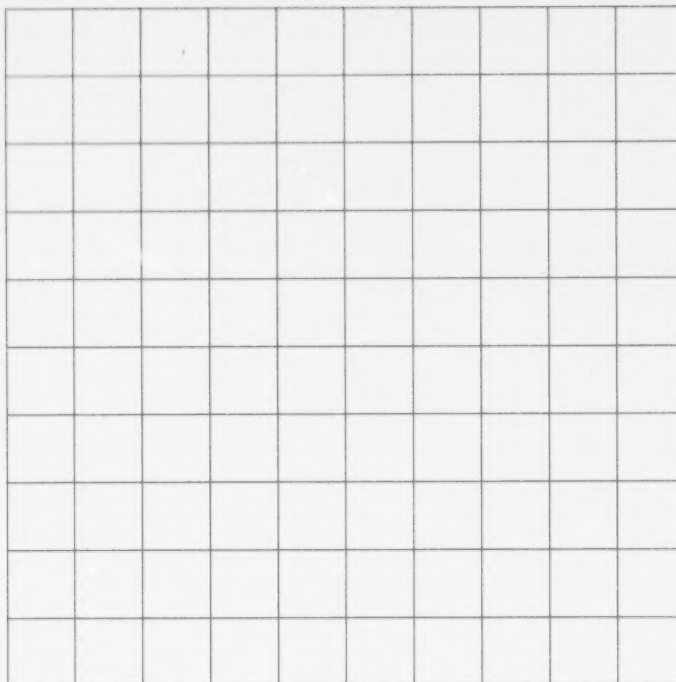
Answer:

Now convert your answer to decimals: $\frac{2}{5} =$



PERCENTAGES

The term 'per cent' is the same as saying 'per hundred' and is given the symbol %.



There are 100 squares in this diagram. 1 square = 1% or $\frac{1}{100}$

Therefore, 10 per cent means $\frac{10}{100}$ and is written as 10%

8 per cent means $\frac{8}{100}$ or 8%

In business and commerce allowances are calculated as percentages, i.e. VAT, trade discounts, etc.

The procedure to calculate percentages is as follows:

Example: Calculate 15% of £36.60

$$1) \quad 15\% \text{ of } £36.60 \quad (\text{Change the 'of' into 'x'}) \\ = 15\% \times 36.60$$

$$2) \quad 15\% \times 36.60 \quad (\text{Change '15\%' into } \frac{15}{100}) \\ = \frac{15}{100} \times 36.60$$

$$3) \quad \text{This statement means } 15 \times 36.60 \text{ divided by } 100$$

$$4) \quad 15 \times 36.60 = 549$$

$$5) \quad 549 \div 100 = 5.49$$

$$6) \quad \text{Therefore, 15\% of } £36.60 \text{ is } \underline{£5.49}$$

171

Core Skills

N:2.2

Basic Skills Standards

N:8.1



PERCENTAGES

- 1) If a care assistant's wage is £85.60 per week and s/he receives a rise of 6%, what would her/his new total wage be?

- 2) If you calculated that the minimum amount of material required for new curtains in a home would be 284 linear metres and you then added 6% for wastage, how much extra material would you require?

- 3) If, by paying your bill in cash before delivery you were given a 5% trade discount, how much would a bill of £986.00 be reduced by?

- 4) If the price of staff wages and overheads for a home was £4284.00 per month, what would be the total cost if you added 18% as profit?

Core Skills

N:2.2

Basic Skills Standards

N:14.1

Answers on page 205



PRACTISE YOUR SKILLS

- Study this pay slip and complete it by filling in the squares marked with a question mark.

Rate per hour	No hours worked	Total pay	Deductions	Net pay
£5.60	40	?	20%	?
?	30	£183	15%	?
£5.60	?	£156.80	13%	?
?	28	£140	12.5%	?

Remember 

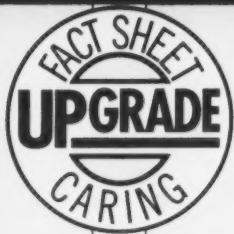
to check your answers

Core Skills

N:2:2

Basic Skills Standards

N:14:1



MEASUREMENT

Very few services could be offered without the use of 'measurement'. This is equally true of the Caring Sector.

It is difficult to visualise how nurseries, schools and homes could be curtained and carpeted or residents and children fitted with clothes without the use of measurement.

Skill in the use of measurement is vital to the services and takes many forms. For example:

- a) **Linear** – this is the measurement of length and would be used when we need to determine:
 - i) a person's height or inside leg measurement
 - ii) circumferences for hat size, bust or chest size or hip size
 - iii) quantities of fabric or wall paper which are supplied by the metre or by rolls of specific length.

- b) **Areas** – this is the two dimensional measuring of spaces and will involve the calculation of areas of:
 - i) floors
 - ii) walls
 - iii) ceilings
 - iv) work tops
 - v) outside play areas.

- c) **Volumes** – this involves the measurement of three dimensional objects and the space they occupy and would be used to calculate volumes of:
 - i) air in a room (when working out how much heating is needed)
 - ii) drinks eg. 50 cups of soup =
 - iii) paint and glueand many more.

Core Skills

N:1-2

Basic Skills Standards

N:3

N:4

AREAS OF RECTANGLES

To calculate the areas of rectangles we need to use the formula:

$$\text{AREA} = \text{LENGTH (L)} \times \text{BREADTH (B)}$$

If we look at Fig. 1 we see that a rectangle measuring 6 metres x 3 metres will contain 18 square metres.

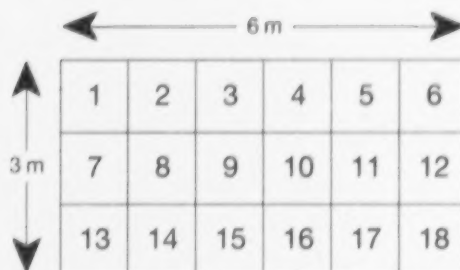


Fig. 1

This applies equally to parts of units as well as whole units.

An example of this is shown in Fig. 2 for an area measuring $4\frac{1}{2}$ metres x $2\frac{1}{2}$ metres.



Fig. 2

$$\begin{aligned} \text{AREA} &= L \times B \\ &= 4\frac{1}{2} \times 2\frac{1}{2} \\ &= 11\frac{1}{4} \text{ square metres} \end{aligned}$$

Core Skills

N:1-2

Basic Skills Standards

N11-3

N:17-1



Study the worksheet on Calculations of covering materials and do the task which follows.

CALCULATIONS OF COVERING MATERIALS

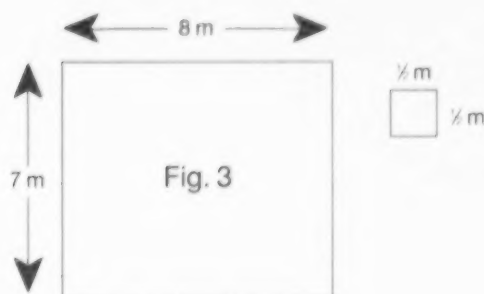
There will be many times where the home or nursery manager/owner will be required to calculate the amount of covering materials for various jobs ie. floor coverings, wall coverings, etc.

To do this we need to be able to calculate areas and to perform division of numbers.

Example:

To calculate the number of floor tiles required to cover the floor area shown at Fig. 3 we must carry out the following operations:

1. Calculate the area of the floor
2. Calculate the area of one tile
3. Divide the area of the floor by the area of the tile.



∴ AREA OF THE FLOOR	=	8 x 7	=	56 sq metres
AREA OF TILE	=	$\frac{1}{2} \times \frac{1}{2}$	=	$\frac{1}{4}$ sq metres
No of TILES	=	56 ÷ $\frac{1}{4}$	=	224 tiles



This is a mathematical solution and assumes that the coverings will fit exactly into the area shown. This does not always work in a practical situation.



CALCULATIONS OF COVERING MATERIALS

A dining room measures $12.0\text{ m} \times 18.0\text{ m}$ and is to be covered with carpet tiles which measure $0.5\text{ m} \times 0.5\text{ m}$.

How many tiles would you need?

Show all calculations.

Answer:

AREAS OF TRIANGLES

Unlike squares and rectangles, not all the angles of a triangle are at 90°, therefore, a different formula had to be used.

If we appreciate that a triangle can be considered to be half of a rectangle then the formula is quite simple.



$$\text{Formula} = (\text{Base} \times \text{Height}) \div 2$$

$$\text{or } \frac{\text{Base} \times \text{Height}}{2}$$

Example:

Find the area of a triangle with a height of 2.5m and a base of 2m.

$$\text{Formula} = \frac{\text{Base} \times \text{Height}}{2}$$

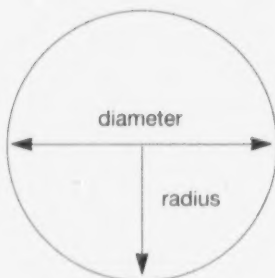
$$= \frac{2 \times 2.5}{2} = \frac{5}{2} = 2.5\text{m}^2$$

Find the areas of the following triangles:

1. Height – 6m Base – 3m
2. Height – 9.8m Base – 2.4m
3. Height – 3.6m Base – 1.4m
4. Height – 12.4m Base – 6.6m
5. Height – 4.8m Base – 600mm

AREAS OF CIRCLES

To determine the area of a circle we need to use the formula which has been devised using the symbol π (pi) which refers to the relationship between the areas and the circumference of a circle. Its value is:



$$3\frac{1}{7} \text{ or } \frac{22}{7} \text{ or } 3.142$$

The formula for the area of a circle is:

$$\text{Area} = \pi r^2 = \pi \times r \times r$$

(r = radius of circle)

Example:

Find the area of a circle with a radius of 5m.

$$\begin{aligned} \text{Area} &= \pi r^2 \\ &= 3.142 \times 5 \times 5 = 78.55\text{m}^2 \end{aligned}$$

Find the areas of the following circles:

1. 8m radius
2. 12m radius
3. 6.2m radius
4. 9.6m radius
5. 28.4m radius
6. A large semi-circular bay window is built as an addition to a room. The diameter of the bay is 6.4m. Calculate the area.



A semi-circle is half a full circle.

Answers on page 205



SIGNIFICANT FIGURES

Look at this example:

The number 48.29 is correct to two decimal places but is also correct to 4 significant figures as the number contains 4 figures.

Follow this rule – if the first figure to be discarded is 5 or more the preceeding figure is increased by 1.

Look at this example: 5.2835

= 5.284 (correct to **4** significant figures)
= 5.28 (correct to **3** significant figures)
= 5.3 (correct to **2** significant figures)

Remember to keep zeros to show the position of the decimal point or to show that the zero is a significant figure.

14.692 = 14.69 (correct to **4** significant figures)
= 14.7 (correct to **3** significant figures)

0.0468 = 0.047 (correct to **2** significant figures)

765.903 = 765.90 (correct to **5** significant figures)
= 766 (correct to **3** significant figures)

Write down the following numbers correct to the number of significant figures indicated:

1. 54.97591
a) to 6
b) to 4
c) to 2
2. 0.0094582
a) to 4
b) to 3
c) to 2
3. 31.976
to 2
4. 8.1039
to 3
5. 4.14867
a) to 5
b) to 4
c) to 3
6. 79.397628
a) to 5
b) to 2



REPORTING INFORMATION PRESENTED IN NUMBERS

ECONOMY TERRY TOWEL NAPPIES

Size 60cm x 60cm	pack of 12	£22.99
------------------	------------	--------

EASY FIT NAPPIES

Shaped for comfort	pack of 10	£15.99
--------------------	------------	--------

LUXURY TERRY TOWEL NAPPIES

Size 60cm x 60cm	pack of 12	£22.99
------------------	------------	--------

DISPOSABLE NAPPIES

Mini (new born)	pack of 40	£4.30
-----------------	------------	-------

Midi (4kg to 10kg)	pack of 40	£5.30
--------------------	------------	-------

Maxi (toddlers)	pack of 40	£6.30
-----------------	------------	-------

Super maxi (children)	pack of 40	£7.30
-----------------------	------------	-------

ECONOMY PACK PLASTIC PANTS

6 pairs	£2.50
---------	-------

- Using the list of materials tell someone the price of the following:

12 luxury terry towel nappies _____

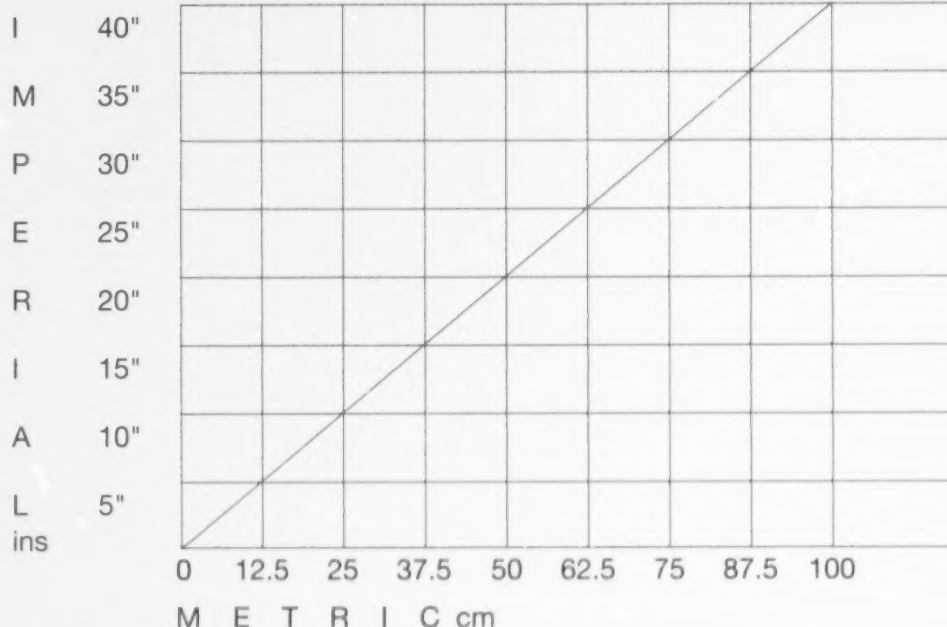
40 disposable nappies – new born _____

12 economy terry towel nappies _____

40 disposable nappies – toddler _____



METRIC EQUIVALENTS



Write down the approximate equivalent sizes of the following garments:

- 36" bust (blouse)
- 40" hips (tights)
- 30" waist (skirt)
- 27" inside leg (trousers)
- 3' tall (childs dressing gown)

Answers: 1. 90cm 2. 100cm 3. 75cm 4. 68cm 5. 90cm

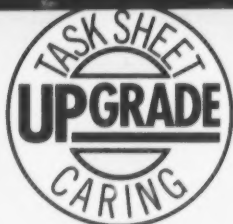
Core Skills

N:1.1

Basic Skills Standards

N:18.1

N:19.1



BUYING CLOTHES

Clothing by Mail Order

1 Nightdress with lace trim 52" length pink/blue/cream	
Sizes 10-12 and 14-16	£14.99
Sizes 16-18 and 20-22	£15.99
Size 24	£16.99

7 Polyester blouse with stand up collar (ivory)						
To fit bust	32	34	36	38	40	42
Order size	10	12	14	16	18	20
Price £24.99						

4 Buttoned Front Fastening Dress midnight/burgundy/black	
Sizes 10-12 and 14-16	£29.99
Sizes 16-18 and 20-22	£31.99
Size 22-24 and 26	£33.99

9 Soft jersey skirt with elasticated waist for comfortable fit black/navy/rust							
To fit waist	24	26	28	30	32	34	36
Order size	10	12	14	16	18	20	22
Price	£24.99				£26.99		

Situation:

A client likes the following garments: nightdress, skirt, blouse, dress.

Find the prices for each for both size 14-16 and 18-20.

Write them here:

Report to the client the differences in prices.



BEDDING AND CURTAINS

Here is a price list from the supplier who you usually use to order bedding and curtains at your residential home.

Knightsbridge Curtains for windows 4' wide		Algarve Curtains for windows 4' wide		Rose Bud Curtains for windows 4' wide	
Drop (ins)	Price	Drop (ins)	Price	Drop (ins)	Price
VAT not included		VAT not included		VAT not included	
54	£29.99	54	£25.99	54	£19.99
72	£45.99	72	£40.99	72	£29.99
90	£55.99	90	£49.99	90	£39.99
for windows 5' wide		for windows 4' wide		for windows 4' wide	
Drop (ins)	Price	Drop (ins)	Price	Drop (ins)	Price
72	£69.99	72	£58.99	72	£39.99
84	£79.99	84	£67.99	84	£49.99
90	£85.99	90	£76.99	90	£59.99
matching quilt covers		matching quilt covers		for windows 6' wide	
Bed size	Price	Bed size	Price	Drop (ins)	Price
3' 0"	£31.99	3' 0"	£27.99	72	£49.99
4' 6"	£41.99	4' 6"	£34.99	84	£59.99
5' 0"	£52.50	5' 0"	£46.50	90	£69.99

- Find the cheapest curtains for a 3' x 5' window
- Find the cheapest curtains for the same window which are supplied with matching quilt covers

Now:

Work out the prices of the following single quilt covers when VAT at 17½% is added:

Knightsbridge

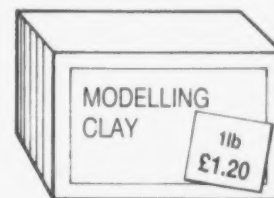
Algarve



MAKING PAYMENTS IN CASH

You need to buy these goods.

Look at the prices and add them up.



How much does it all cost? _____

+

=

How much change would you get from £25.00

Change _____

Core Skills

N:1.2

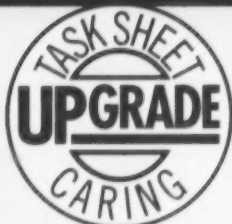
Basic Skills Standards

N:1.1

Remember

To check the bill and make sure you've got the right change

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RECEIVING PAYMENTS IN CASH

Situation

A parent has come to collect his child from nursery. Work out the bill.

Care £2.50 per hour x 6 hours =

Meals £1.75 =

Total =

- Write a receipt:

Bewise Nursery, Croft Street, Walsall

Care

Meals

Total

£16.75

£1.75

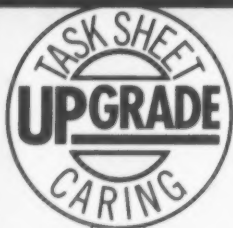
Answer: Care £2.50 x 6 hours = £15.00

Meals

Core Skills

N:1-2

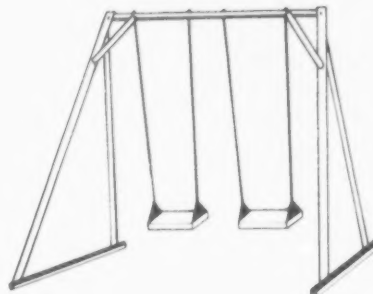
N:8-1



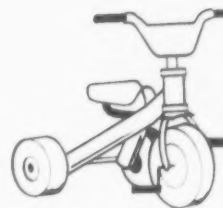
MAKING NON-CASH PAYMENTS



Climbing Frame
£159.99



Swings
£159.99



Tricycle
£65.95

You are buying these toys for a creche.

- Work out the total and write a cheque made payable to Anderson & Hill Ltd.

Date _____ 19 ____	
Pay _____	or order _____
£	
BEWISE NURSERY	

- Now check the receipt.

Receipt	
Climbing Frame	159.99
Swings	159.99
Tricycle	65.95
Balance	385.93
Cheque	385.93
Change	0.00

Core Skills

N:1-2

Basic Skills Standards

N:1-3



RECEIVING NON-CASH PAYMENTS

Work out the bill for the following:

30m roll of newsprint at £1.00 per metre = _____

6 boxes thick wax crayons £1.80 per box = _____

3 painting easels at £9.50 each = _____

Total = _____

- Now check the cheque

Date <u>26 March</u> 19 <u>92</u>	
Pay <u>Art Suppliers</u>	or order
<u>Sixty nine pounds thirty pence only</u>	£ <u>69.30</u>
	BEWISE NURSERY
	<u>Margaret Smith</u>

- Now write a receipt

Art Suppliers	
No. 123	19
Received from _____	
the sum of _____	
Signed _____	

Core Skills

N:1.2

Basic Skills Standards

N:8.1

N: 8.2



PLANNING AND SCHEDULING EVENTS

Day trip time plan

MONDAY 4 JULY 1992	
10.45	
11.00	
11.15	
11.30	
11.45	
12.00	
12.15	
12.30	
12.45	
13.00	Lunch

Situation:

You are taking a party of residents on a day trip from Manchester to Wensley Dale.

Your lunch is booked for 13.00 hours at a restaurant in Aysgarth. The journey there will take you 1½ hours and you plan to stop for coffee on the way for forty-five minutes.

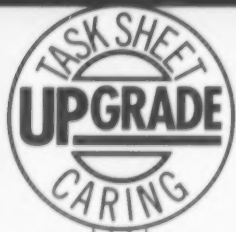
- Fill in the timetable to show when you need to set off.

Core Skills

N:1-2

Basic Skills Standards

N:2-4



MEASURING IN LENGTHS

Situation:

Imagine you are refurbishing a nursing home.

The room you are in at present requires to be re-wallpapered.

- **Measure** the length of one strip of wallpaper.
- Count how many strips you need and work out the total length.

Answer:

Core Skills

N:1.1

Basic Skills Standards

N:3.1

N:3.2



MARKING UP LENGTHS TO REQUIRED DIMENSIONS

Situation:

You are making a height chart in your nursery.

Each child must have a piece of card to represent his/her height.

Cut strips of card for:

John 0.94m

Andrew 0.92m



Make sure your measurements are accurate

CALCULATING AREAS OF RECTANGULAR SHAPES



- Have you got enough paint to cover the 6 chalk boards? (Boards measure 2m x 1.5m)

Answer:

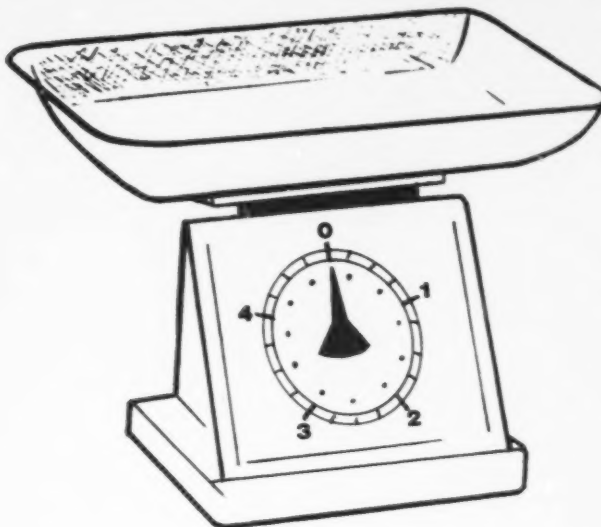
Core Skills

N:1-2

Basic Skills Standards

N:3-3

MEASURING WEIGHTS



Situation:

You are making rice pudding for yourself and 3 children in your care.

The recipe tells you to use 50 grams of rice.

Weigh this out.

Core Skills

N:1-2

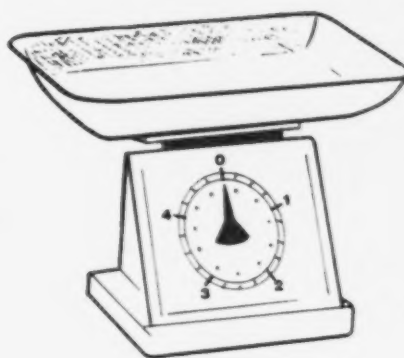
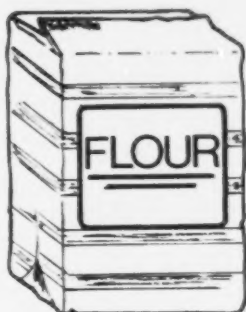
Basic Skills Standards

N:4-2

WEIGHING OUT REQUIRED QUANTITIES

You are making salt dough for children to play with.

- Weigh out 450 grams of plain flour
- and
- 225 grams of salt



Core Skills

N:1-2

Basic Skills Standards

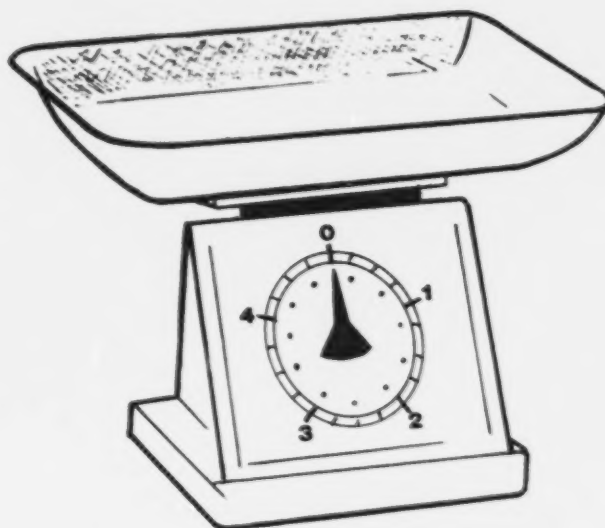
N:4-2

MEASURING OUT REQUIRED QUANTITIES

Situation:

You are making fruit juice into sauce to serve with your rice pudding.

Measure out 15 grams of arrowroot.



The instructions tell you to measure out 15g of arrowroot you can then mix it with 150ml of fruit juice. Mix to a thick paste without any lumps.

Heat gently, stirring all the time, until the sauce has thickened.

Basic Skills Standards

N:4:2

N:4:3

C:6:2



GIVING DIRECTIONS

Situation:

You and a friend are going to the

Ideal Home Exhibition at the National Exhibition Centre, Birmingham.

Your friend is going to drive you both there.

Give him/her directions on how to get there.

Use any up-to-date map.

**BIRMINGHAM
NATIONAL EXHIBITION
CENTRE**



$\frac{1}{2}$ mile

Answer:

- Try to work out the distance from your home town.
- Give an estimated journey time.

Basic Skills Standards

N:6-1

C:7-2

FOLLOWING DIRECTIONS

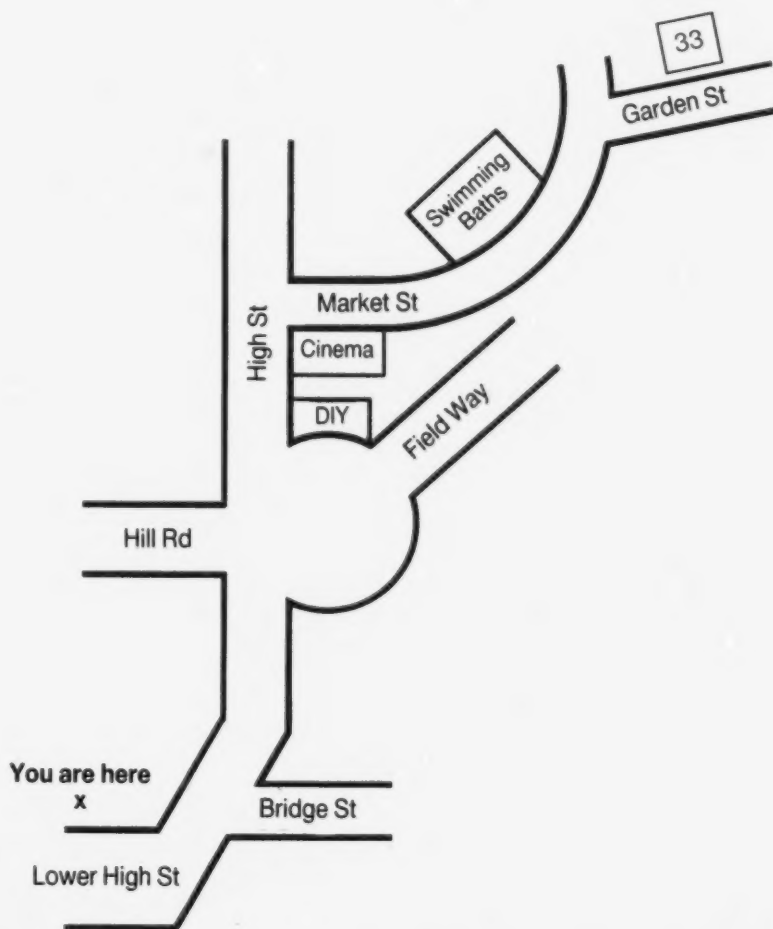
Situation:

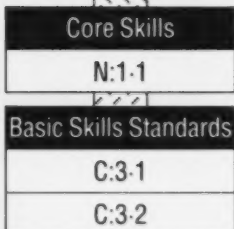
You need to take a child in your care to a party in **Garden Street**, off **Market Street**.

This map and these directions are given to you by your boss:

"Go up Lower High Street, pass Bridge Street on your right. Go up the High Street, across the roundabout, Hill Road's on your left. You'll see a big DIY shop on your right. Pass that and watch out for the cinema. Turn right there. Go up Market Street, pass the swimming baths and take the first right into Garden Street. You'll see number 33 on your left".

- Indicate the route you took on the map.







RECEIVING PAYMENTS

Check the cheque from a client for day care.

Write him a receipt.

6 hours care at
£2.50 per hour

1 lunch at £1.00

1 tea at 73p

Date June 26 19 92

Pay Bewise Nursery

or order

Sixteen pounds 73p

£ 16.73

M C Donald

M C Donald

Receipt

Care and Meals

Quantity

Price

Total amount due £ _____

200

Core Skills

N:1-2

Basic Skills Standards

N:8-2



SHARING PAYMENT FOR GOODS AND SERVICES

You stop at the cafe on the way to Aysgarth and you pay the bill for 9 people who are in your care.

3 Fanta Oranges	£1.80
2 Cokes	£1.30
4 Teas	£2.00
2 Iced buns	£0.70
2 Chocolate buns	£0.70
4 Eccles cakes	£1.20
1 Jam donut	£0.40
Total	£8.10

You decide that it is fair for the bill to be divided up equally.

- Work out to the nearest penny what everyone owes you
- If each one has a £1.00 allowance what change would you have for each person?

Answer:

Change _____

Core Skills

N:1-2

Basic Skills Standards

N:8-3

Remember →

- Check the bill is correct.
- Check you've given each one the correct change.

SELECTING GOODS AND SERVICES FOR PRICE AND QUALITY



- Look at the above tins of sauce – which is the best buy?
- Check sizes of items.
- Compare prices by changing items into the same unit where necessary.
- Choose the cheapest.

Answer:



PLANNING THE USE OF AVAILABLE MONEY

Situation:

You help to run the Church play group and the Mothers group has raised some funds for you.

You have been given £70.00 and you need to buy the following items:

- some 'play people'
- some lego
- some stickle bricks
- some musical toys
- some books
- some jigsaws.

Decide which of the toys from this list you can afford to buy.

Bear in mind you need to buy the best you can afford and need to spend as much of the donated money as possible.

Noddy	
24 piece giant floor jigsaw	£4.99
Humpty Dumpty	
24 giant floor jigsaw	£4.25
First things	
15 piece tray jigsaw	£4.99
Alphabet floor puzzle (28 pieces)	£4.49
Play family house and people	£14.99
Play family farm and people	£14.99
Play family farm and people	£24.89
Play family garage and people	£24.99
Duplo family (7+baby)	£7.49
Lego Duplo large building set	£9.75
Toy piano	£9.89
Toy saxophone	£8.45
Xylophone	£16.75
3 cardboard picture and easy reading books	£8.99
6 early learning books	£7.80
5 picture books	£6.20
Stickle bricks (large bucket)	£13.49
Stickle bricks farm bucket	£9.99

- Work out the total amount of money you will spend.

Total

Core Skills

N:1-2

Basic Skills Standards

N:10-1



RECORDING THE SPENDING OF AVAILABLE MONEY

Record the details of the toys you bought with your donated money and the cost of each one.

Item	Cost
Total	

- Record each item and cost in a suitable way.
- Work out the total spent.

Core Skills

N:1-1

Basic Skills Standards

N:10-2



PLANNING AND SCHEDULING EVENTS

Day Trip

This calendar shows how you planned your trip to Aysgarth.

Fill in the details.

June	July
1	1
2	2
3	3
4	4 Trip to Aysgarth
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14
15	15
16	16
17	17
18	18
19	19
20	20
21	21
22	22
23	23
24	24
25	25
26	26
27	27
28	28
29	29
30	30
	31

You must request funding for your trip 1 month before you go

The coach company require 3 weeks notice of a booking

The restaurant need 2 weeks notice of a party booking

You must fill in your balance sheet and return the balance of your cash float within 2 weeks of returning from the trip

- Make notes on the calendar to remind you

Core Skills

N:1-2

Basic Skills Standards

N:10-3



CALCULATING AND MEASURING OUT REQUIRED VOLUMES

Infamilk

Mixing

Use about 2 scoops of Infamilk to 6 fluid ounces of water for new born babies. As the baby grows and demands more milk add an extra 3 fluid ounces of water for each scoop of Infamilk.

Measure out the required volumes of Infamilk and water to satisfy a baby who has had her feed increased by one scoop since birth.

Work out the quantities you need and use a suitable measure provided.

Remember

To measure accurately.

METRIC EQUIVALENTS

Metric equivalents for length

1 centimetre	0.394 inches
1 inch	2.540 centimetres
1 metre	3.281 feet
1 foot	0.305 metres
1 metre	1.0936 yards
1 yard	0.9144 metres
1 kilometre	0.6214 mile
1 mile	1.6094 kilometres

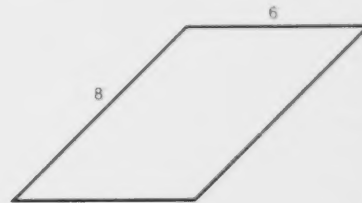
Metric equivalents for squares

1 sq centimetre	0.1550 sq inch
1 sq inch	6.452 sq centimetres
1 sq metre	10.764 sq feet
1 sq foot	0.09290 metres ²
1 sq metre	1.196 sq yards
1 sq yard	0.8361 metres ²
1 sq kilometre	0.386 sq mile
1 sq mile	2.59 kilometres ²

Look at the chart above showing the metric equivalent for linear (length) and square measure.

Consider the following problem:

If a room measures 8' x 6', how many square metres is this equivalent to?



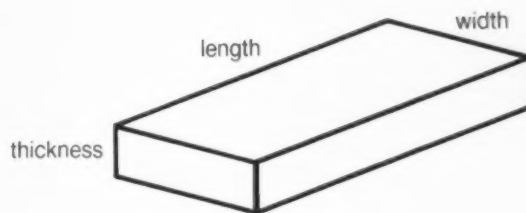
Answer:

Core Skills

N:1.1

Basic Skills Standards

N:18.1



The object above has a **length**, **width** and **thickness** (depth). The amount of space it occupies is known as its 'volume'.

The volume of an object is found by multiplying its three linear measurements together and expressing the result in 'cubic' measure. If the unit of measure is metres, then the answer will be in cubic metres usually expressed as 'm³'.

Example:

If the dimensions of the above figure were:

length 6 metres; width 2 metres; thickness 1 metre;

then its volume would be: $6\text{m} \times 2\text{m} \times 1\text{m} = 12 \text{ cubic metres} = 12\text{m}^3$.

It is always advisable to work out the volume using the same units. You cannot mix metres and millimetres together when multiplying, therefore, always convert to the units required before multiplying.

Example:

The Linkabricks used in your nursery measure $22 \times 11.4 \times 7.64\text{cm}$

$$\begin{aligned} \text{Volume} &= \mathbf{L \times W \times Th} \\ &= 22\text{cm} \times 11.4\text{cm} \times 7.6\text{cm} \end{aligned}$$

1. Work out the volume of one Linkabrick (remember your answer will be in cm³).
2. Half bricks for Linkabricks are available. They measure $11\text{cm} \times 11.4\text{cm} \times 7.6\text{cm}$. What is their volume?
3. A set of Linkabricks includes 24 big bricks and 10 half bricks. What volume will be needed to store these?
4. Will these bricks fit into a cupboard which is $110\text{cm} \times 24\text{cm} \times 24\text{cm}$.

Answers on page 205



MAKING PAYMENTS

CASH'N CARRY FOODS LTD

Canned Meats

				Special Offers
Corned Beef	6	6lb	635219	£30
Corned Beef	24	12oz	635251	
Boiled Ham	6	5lb	635324	£30
Boiled Ham	12	1lb	635340	
Pork Luncheon Meat	24	10.5oz	635537	
Ox Tongue	6	6lb	635618	£36
Ox Tongue	12	1lb	635618	
Chopped Pork	12	4lb	635715	£45
Chopped Pork and Ham	12	15oz	635731	
Stewed Steak	12	405gm	635812	
Stewed Steak	6	5.75lb	635989	£36
Hot Dogs	12	14.5oz	63543X	
Westlers King Size Hot Dogs	6	50's	635596	£20
Westlers Hot Dogs	12	20's	63607X	
Meat Balls (60's)	6	5lb 2oz	635480	
Ham and Egg Roll	6	4lb	635553	£24
Minced Beef and Onion	12	392 gm	636045	
Vegetable Chilli	6	3lb	63610X	

You are buying cooked meat to make and freeze batches of sandwiches for high teas and packed lunches at your residential home.

Choose three different fillings, add up the cost and make out the cheque to pay.

Answer:

Fill in the cheque:

Date		19
Pay	or order	
£		
OAKTREES RESIDENTIAL HOME		

209

Core Skills

N:1.2

Basic Skills Standards

N:1.3

REPORTING A SINGLE ITEM OF INFORMATION FROM TABLES AND CHARTS

Situation:

You've decided to paint the room where you have your playgroup.

The distance round your room is 26m and your room height is 2.80m.

Use the table to work out **how much paint** you would need.

MEASUREMENTS AROUND ROOM – METRES								
	26	24	23	22	21	19	18	17
ROOM HEIGHT Metres	HOW MANY LITRES YOU NEED							
2.15 – 2.30m	5½	5	5	4½	4½	4	4	3½
2.30 – 2.45m	5½	5½	5	5	4½	4½	4	4
2.45 – 2.60m	6	5½	5½	5	5	4½	4½	4
2.60 – 2.75m	6½	6	5½	5½	5	5	4½	4½
2.75 – 2.90	6½	6½	6	6	5½	5	5	4½
2.90 – 3.05	7	6½	6½	6	5½	5½	5	5
3.05 – 3.20m	7½	7	6½	6½	6	5½	5½	5
CEILINGS	4	3½	3	3	2½	2½	2	2

Find the information you need and write your answer here:

Answer:



ANSWERS

Application of Number

Percentages

1. £90.76
2. 17.04m
3. £49.30
4. £5055.12

Covering materials

1. 864

Areas of triangles

1. 9
2. 11.76
3. 2.52
4. 40.92
5. 1.44

Areas of circles

1. 201.06
2. 452.39
3. 120.76
4. 289.53
5. 2533.88
6. 32.17

Volumes

1. 1906.08 cm³
2. 953.04cm³
3. 55276.32cm³
4. Yes



SELF-ASSESSMENT QUESTIONNAIRE

Application of Number

Please tick a box.

I feel confident using: 24 hour clock

Please tick

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

addition/subtraction

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

multiplication/division

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

significant figures

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

fractions and decimals

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

calculations

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

percentages

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

measurement

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

areas

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

volume

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

money

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

time

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

quantity

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

directions (giving and following)

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

measurement of weights

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

charts/graphs

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

costing

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

conversion tables

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

I require further work on _____



If you have answered NO to any of these questions then read through the section again or ask your tutor for help.

INFORMATION
TECHNOLOGY



HOW CAN I.T. BENEFIT YOU?



- help you to keep abreast of **new technology**
- help you in a **job search**
- improve the **communication** between different sections of your home or nursery or from your home to supplier (network, database, fax)
- make sure your **wage packet** is correct (most are on computer)
- following **instructions** on programs helps you understand and follow instructions in general
- help you: to **learn**
to **find out information** (hobbies etc.)
- make your **life easier** (keeping all your personal information to hand)
- make your **job easier** (instant access to stored information)
- help you in planning when you can accommodate short stay clients

INFORMATION SYSTEMS WHICH TRANSMIT DATA

How do they do it?

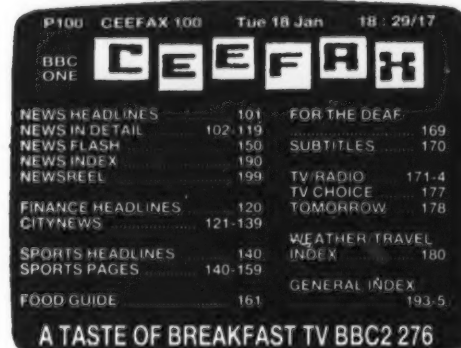
- they use television or telephone links

Where is the information displayed?

- on computer or television screens

What do you know about TELETEXT?

- Teletext displays screens of information on television sets which have teletext equipment.
The BBC's service is called **CEEFAX**
The ITV's service is called **TELETEXT**



What do you know about VIEWDATA?

- This is a two way information system where members can connect their computer through the telephone system to the central computer. Then the subscriber can access the central store of information and use any of the services provided such as electronic mail, telebanking and teleshopping.

WHAT IS A COMPUTER?

It is very difficult to answer this question.

It could be described as a very clever piece of electronic equipment which can 'process' information at a fantastic speed.

How does it work?

- Information is fed into a computer as **input**.
- It is then processed and printed out as **output**.

The range of tasks which can be processed by a computer is tremendous.



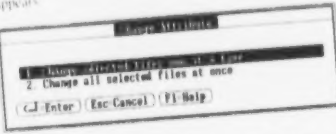
BENEFITS OF USING A COMPUTER

- it's a great feeling when you've achieved something on the computer – however small – it helps to increase your **confidence**
- it's a valuable way of **practising work** already done in college: meal planning and costing – and often seems more **fun** than writing on paper
- it helps you in your **presentation of material** – you can even check your spelling with a spellcheck
- like any skills it needs learning, practice and patience – but it's a very **important skill** and each time you use a computer you'll be building on that skill
- it's very useful to be able to **wipe off any work** that isn't satisfactory and to start again using the delete key (once it's on paper it's usually difficult to get rid of)
- it's very useful to be able to **retrieve** previously prepared **material**, **re-use** it, **up date** it, **modify** it – it saves a great deal of time.

USING A COMPUTER

Before commencing the following exercises you should consult your own computer users manual to determine how to carry out the computer functions.

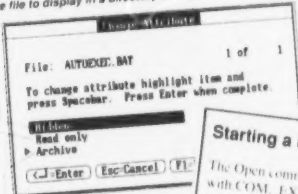
A dialog box appears.



4. Select an option in the dialog box by typing 1 or 2. You may select the files you want to change one at a time or all at once. The Change Attribute dialog box appears, listing your choices.

Select this option if you want to protect your file from being overwritten.

Select this option if you don't want the file to display in a directory listing.



The file, AUTOEXEC.BAT, is an arc...

4. Move to the attribute you want.

5. Select it by pressing Spacebar. A mark appears next to the attribute. To remove a selection, press the Spacebar again.

6. Choose the Enter area.

Checking file attributes

There is an easy way to check whether an attribute is set for a file. Use the Show command for the file. The attribute will be indicated by a lowercase letter (h) for hidden (r) for read only (a) for archive.

3.34 MS-DOS SHELL 1.0

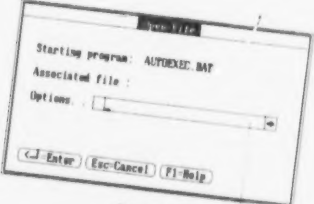
Starting a File

The Open command lets you start a program or file. You can only open files with COM, EXE, or BAT extensions and you can start only one program at a time.

Opening a file

Here's how to open a file:

1. Select the file you want to open.
2. Choose the Open command from the File menu.



Type the special options your program needs to run.

1. Type any special commands your program needs to run in the Options text box. Or, you can leave the text box empty.
2. Choose the Enter area.

Associating Files with Programs

If you have a set of files that you often use with a particular program or application, such as a letters file that you use with a word processing program, you can save time with the Associate command. This command automatically starts the programs or applications whenever you open a file that has been associated with the programs.

For example, all your word processing files end with the extension .DOC. You usually edit the files using a program called EDITOR.COM.

MS-DOS SHELL 1.0 3.35



HOW TO START UP AND CLOSE DOWN A COMPUTER

Instructions:

- Set the computer going **following the correct order of instructions** (or else the system will not operate):
- **Load the program** you wish to use
- When you have done your work, **save it**. Then you can **load that data** back into the system and work on it at a later date
- **Remember** – before closing down the system **make sure** that you have **saved** your material

Remember to **leave the program** in the **correct way**

Close down the system in the **order described**.

- Follow the instructions necessary to open up the system
- Load the program and data
- Close down the system



Remember to follow all instructions carefully

Core Skills

IT:1-1

Basic Skills Standards

C:6-2

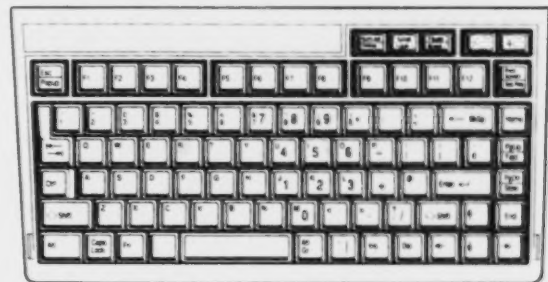
USE THE KEYBOARD TO ENTER DATA

When wanting to **process information** using a computer system you must first enter this information into the computer.

How do you do it?

Keyboard

The **keyboard** is the most common way of inputting information. Most computer keyboards have the same layout as typewriters but with additional keys such as **shift lock**, **caps lock**, **control** and other special **function keys** – their function depends on the program being used.



Space bar

gives a blank space

Cursor control keys

move the cursor around the screen

Delete key

ruhs out anything you don't want

Escape key

press this to stop a program

Return key

sends your message to the computer

Programmable or function keys

allow you to do special things

Shift keys

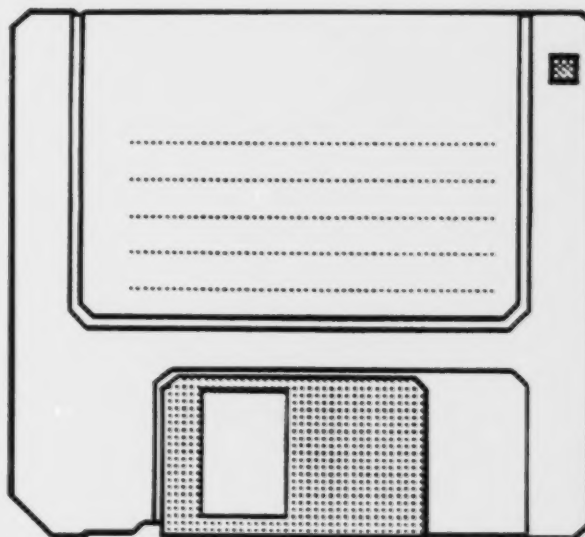
some keys have 2 things written on them (like the number keys). Press the number key and you will get a number. Press the **shift** and the number key and you will get the character at the top.

Mouse

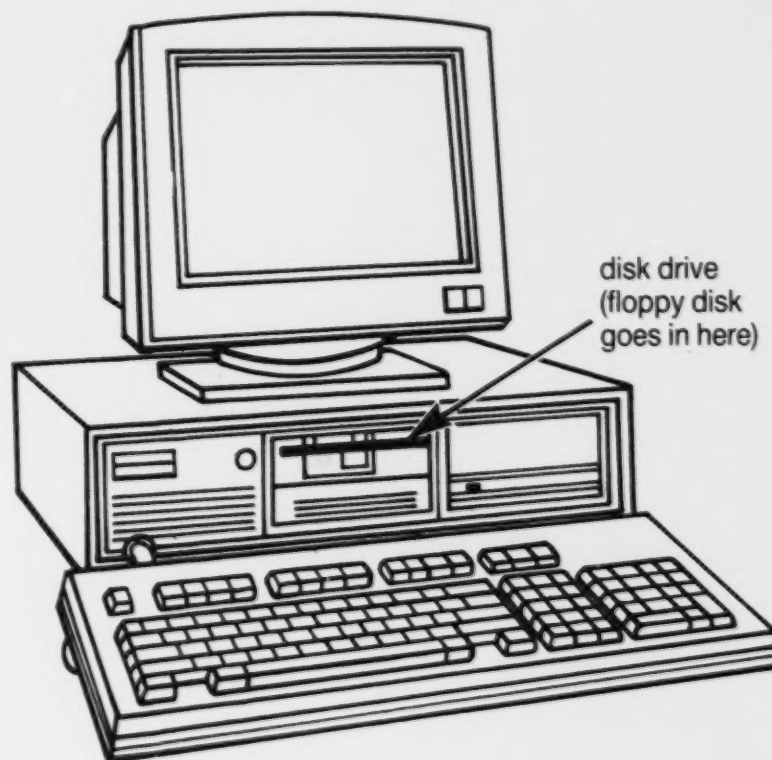
The **mouse** allows the user to move the cursor more quickly than by using the keys. (The cursor is a little marker that moves across the screen and shows you where the next letter will be placed.)

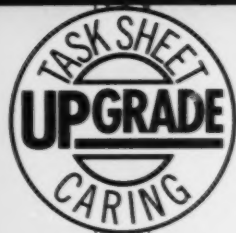
FLOPPY DISK

What is a floppy disk?



- A floppy disk is an individual disk of $3\frac{1}{2}$ " or $5\frac{1}{4}$ " diameter which is used to store data.





ENTER, LOAD & SAVE TEXT

For this task you will need to know how to:

- open up your computer
- load your word processing program
- enter text
- save text on floppy disk under the file name of your choice
- use a keyboard.

Load your word processing program

Key in the information given below

Client admission

Client, Mr J Harris, requires respite care from Tuesday 21 July to Tuesday 28 July, diabetic diet required.

Save your file

Close down the computer



DELETE/REPLACE WORDS

For this task you will need to know how to:

- open up the computer
- access the word processing program
- retrieve previously saved file from floppy disk
- delete words
- replace words
- save amended version under same file name
- close down computer.

Load your word processing program

Replace words previous keyed in with the new information given below:

Your client, Mr J Harris, has changed his mind. He now requires respite care from Tuesday 14 July to Tuesday 21 July, diabetic diet required.

Delete the necessary words and replace them with this new information.

Save your file

Close down the computer.

DELETION EXERCISE

Key this passage into the computer.

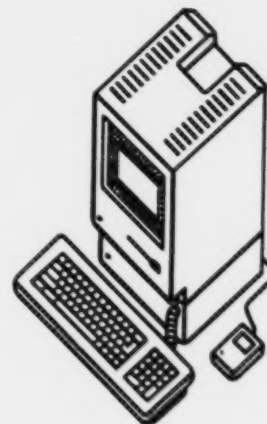
Delete the words which you think are wrong.

LIFTING CLIENTS

When a client needs to be lifted or moved you must take **precautions/persuasions/prevention** to make sure that you don't injure your back. Always use a helper or a **monetary/military/mechanical** aid if you can. **Outrage/encourage/anchorage** the client to cooperate with you as much as they can and always bend at the knees rather than the waist to make your **calf/hip/thigh** muscles do the work. If you wear flat shoes which give your feet plenty of **laces/buckles/support** this will help you to lift safely.

Lifting and carrying are a common **case/cause/course** of accidents. You should not lift or carry more than you can manage and you should ask for **permission/assistance/offers** with anything you cannot manage by yourself.

- Save your file





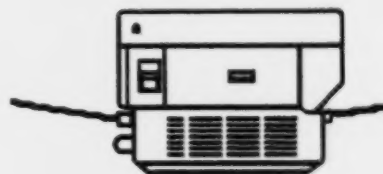
USE A PRINTER

When you have entered your data into the computer and saved it you may wish to see it on paper.

You can output your work to a printer and obtain a **hard copy**.

There are different types of printers available such as:

- dot-matrix printers
- laser printers
- ink-jet printers
- line printers
- daisy-wheel printers
- thermal printers.



- Find out how to load paper into the printer you have at College or at work.
- Check that the printer is ready for use (on-line).
- Follow the instructions in order to produce a hard copy.
- Send a copy to someone else or store it in a file.

Core Skills

IT:1-3

Basic Skills Standards

C:1-2

C:10-2

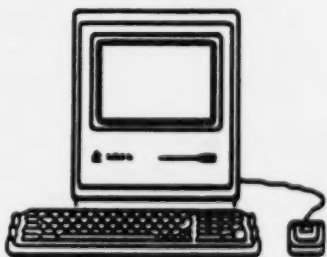
WORD PROCESSING

What is it?

Any computer can become a word processor by loading a word processing package into it. It's like an electronic typewriter.

What are the advantages?

- you can **type** in text
- you can **alter it** whenever you like
- you can **correct** mistakes (some have a spell check)
- you can **move** text **around**
- you can **add** to it, or **delete** words or paragraphs
- you can **lay it out** as you like it
- you **don't have** to **finish** something in one go – there's no hurry
- you can **save it**
- you can **print it** whenever you like
- it gives you thinking time – you can **add or alter** at a **later date**.



PRESENTATION OF MATERIALS

What can you do to present materials attractively?

- **Spacing**

spacing between lines can be altered, extra spacing can be added between chunks of text so that the appearance of a document can be improved.
- **Typeface**

there are many different varieties to choose from:

Children	Athens
<i>Children</i>	Bookman
Children	Helvetica
Children	London
Children	Times
Children	Palatino
- **Size of letters**

Children	9 point
Children	12 point
Children	14 point
Children	18 point
- **Style**

Children	Bold
<i>Children</i>	Italic
<u>Children</u>	Underline
Children	Outline
- **Justify**

Children (justified left)	Children (centred)	Children (justified right)
---------------------------	--------------------	----------------------------

- Produce a safety poster carrying this message:

Always wear sensible shoes

- Use any of the techniques listed above
- Look at the example on the next page.



POSTER

Look at this simple example:

REMEMBER

ALWAYS

WEAR

SENSIBLE

SHOES

FAX MACHINE

What is it?

- Fax is a shortened form of facsimile which means exact copy.

What does it do?

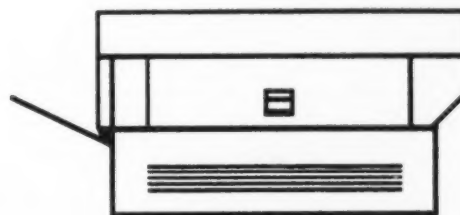
- It transmits a copy of a document to a receiver.

How does it do it?

- By using either the telephone or telex network to transmit.

What are the advantages of this form of communication?

- It is quick – it can take a few hours to send a document instead of a few days by normal post.



Here are the instructions:

- Place the sheet to be faxed on the feeder tray
- Tap in the fax number of the person or firm you wish to send the material to
- The material will feed through automatically once contact is made
- A print-out will be given to you to show that the material has been received.



FAX MACHINES

Situation:

There are 3 of you, all care assistants, working extra hours to cover for a sick colleague at Four Oakes, 2 Denby Road, Dibden, Nr Southampton, Hants.

Your residential home's head office is in Birmingham and your supervisor (Jim Williams) has instructed you to fax in to the office the details of the hours worked by each carer.

In order to carry out this task you will need to:

- open up the computer
- type in the required information

To: Mr J Williams,
Care Consortium, Birmingham

Wendy Smith	...	42 hours
Bill Rowley	...	37 hours
Ann Brown	...	40 hours

Site: 2 Denby Road, Dibden, Southampton

- output hard copy
- follow instructions for faxing
- successfully transmit a copy to your supervisor.

Core Skills

IT:1.1

IT:1.3

Basic Skills Standards

C:1.2

C:6.2



COMPUTER NETWORKING

What is it?

- It's computers being linked together in networks whether in the same firm or from one firm to another in a different part of the world.

How?

- Using telephone lines or satellites.

Why?

- To share information or programs.

What do you need?

- You need a password to tell the other computers to receive your messages.

What are the advantages of networking?

Can use it instead of a **letter**. Type in the details, dial a connection with the other person's computer and leave the letter on the screen. A quick way of communicating.

Shop by computer

You can link into a shop's computer, study goods and prices, type in your order and give your bank account number.

Office workers could work from home if linked into a network with a central computer in their home. They would have full access to information and be able to communicate with colleagues in the network.

Schools of the future

Each student/pupil has his/her own computer, all connected up to the central one used by the teacher.



Find out all you can about networking



GLOSSARY OF COMPUTER TERMS

Command	a message that tells a computer to do something.
Cursor	a blinking line or box on a computer screen that marks where things you type in will go.
Drive	a device that moves information between disk and the computer's memory.
Filename	the unique name given to a program or a particular file.
Function keys	specific keys on the keyboard that, when pressed, instruct the computer to perform a particular task.
Hard Copy	a printed copy of computer output such as letters, reports, charts, graphs.
Input	the process of entering data into a computer, or the actual data being entered.
Memory	the area in the computer where information is held, while the computer is using it.
Menu	a list of choices from which you can select a task or operation to be performed by the computer.
Output	computer results or data that has been processed.
Program	a series of instructions a computer can understand which makes it do something.
Prompt	a character or series of characters that appear on the screen to ask for input from the user.
Save	to store information on a disk to be used later.

WORDSEARCH

k	e	y	b	o	a	r	d	u	s	i
b	h	t	n	i	r	p	n	i	a	p
d	e	l	e	t	e	x	u	k	v	b
j	u	e	r	o	s	r	u	c	e	k
w	u	r	l	n	e	e	r	c	s	e
m	f	s	o	i	z	i	r	i	b	r
a	i	h	t	u	f	l	d	a	t	a
r	t	m	g	i	t	s	e	p	d	w
g	b	u	n	y	f	p	s	e	a	t
o	d	x	p	c	f	y	u	r	o	f
r	v	u	d	n	g	k	o	t	l	o
p	r	w	r	l	i	r	m	g	o	s
t	c	o	m	p	u	t	e	r	n	e

These words are found written across, down or up, diagonally, forwards or backwards. Find:

justify, load, delete, file, data, computer, screen, software, output, save, mouse, disk, cursor, print, input, program, keyboard

Wordsearch

k	e	y	b	a	r	d	u	s	i
b	h	t	n	i	r	p	n	i	a
d	e	l	e	t	e	x	u	k	v
j	u	e	r	o	s	r	u	c	e
w	u	r	l	n	e	e	r	c	s
m	f	s	o	i	z	i	r	i	b
a	i	h	t	u	f	l	d	a	t
r	t	m	g	i	t	s	e	p	d
g	b	u	n	y	f	p	s	e	a
o	d	x	p	c	f	y	u	r	o
r	v	u	d	n	g	k	o	t	l
p	r	w	r	l	i	r	m	g	o
t	e	c	m	p	u	t	e	r	n



SELF-ASSESSMENT QUESTIONNAIRE

Information Technology

Please tick a box.

I know what I.T. is

Please tick

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

I know where it is used and its benefits

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

I know how to start up and close down a computer

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

I know how to use the keyboard to enter data

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

I know how to enter, load and save text

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

I know how to delete words

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

I know how to use a printer

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

I know about word processing

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

I know how to present material effectively

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

I can use a fax machine

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

I know about computer networking

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

I am familiar with computer terms

Yes	☐	No	☐
-----	--------------------------	----	--------------------------

I need further work on



If you have answered NO to any of these questions then read through this section again or ask your tutor for help.

Further copies are available from:
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